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ABSTRACT

Objectives of Project HAVE (Homemaking and Volunteer Experience) Skills are to develop, validate, and field test educational planning and experiential evaluation materials which can be used by women, counselors, and employers in assessing the skills which women have acquired from their volunteer work and homemaking experience. Progress to date has involved establishment of an advisory committee and validation panels, development of thirty-three "I Can" competency lists (e.g., child caretaker, benefit sales worker, consumer rights specialist, fund raiser), validation of the lists (524 items) by 122 women and 56 employers, factor analyses of the lists to revise and cluster skills, and drafting of the first three chapters of a workbook to help women identify their job-relevant skills and match them to those in paid jobs. Skill clusters will be related to jobs and job families on the basis of employer data, job literature analysis, and data to be collected from 100 employment and career counselors. The remaining two sections of the workbook have been outlined. Most of the report consists of appendixes: data summaries on the skill lists, correlation tables, final draft of competency lists, and draft of the first three workbook sections: introduction, overview and general discussion of questions asked by women returning to paid work, and exercises to review experience and identify skills. (JT)

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Furthering the Recognition of Women's Career-Relevant Skills
(Project HAVE Skills)

Interim Report
Grant #007801147

Educational Testing Service
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Interim Report

Furthering the Recognition of Job-Relevant Skills Which Women Acquire from Their Volunteer Work and Homemaking Experiences

Ruth B. Ekstrom, Gita Wilder and Frieda Hardy
Educational Testing Service

As stated in the original grant application, the purpose of this project is to develop, validate, and field test educational planning and experiential evaluation materials which can be used by women, counselors, and employers in assessing the skills which women have acquired from their volunteer work and homemaking experiences. This interim report summarizes progress to date.

Progress to Date

The project staff began work by designing a project description brochure. The purpose of the brochure is to help us locate individuals who can serve as validators for the competency lists and matrix or who can take part in the field testing of the workbooks. In early November 1978 approximately 1000 copies of the brochure were mailed to women's centers, counseling centers, educators, and employers. As of October 31, 1979 over 600 responses had been received. A copy of the brochure and the letter sent to all respondents is shown in Appendix A.

As can be seen from the brochure, the project has been retitled: "Project HAVE (Homemaking And Volunteer Experience) Skills." We feel that this title with its catchy acronym, which was suggested by the project's administrative secretary, Irene Smith, emphasizes the job readiness of reentry women.

AUG 2 5 1980

The next activity was to recruit individuals to serve on the project advisory committee. After consultation with our project officer, Doris Shakin, our original list of invitees was slightly modified to provide somewhat greater diversity in the types of individual contacts. Letters of invitation were sent to: Winifred C. Borden, Goucher College; Laura Lee Geraghty, Minnesota Governor's Office on Volunteer Services; Felice N. Schwartz, Catalyst; Marilyn Wiener, Northeastern University; Lourdes Miranda-King, L. Miranda and Associates, Inc.; Gloria Scott, Clark College; Tish Sommers, Alliance for Displaced Homemakers; Joseph J. Quaranta, Ohio State University; and Alex P. Kassel, New Jersey Department of Labor and Industry. All but Schwartz were able to serve. Vicki W. Kramer, Options for Women, was asked to serve as an alternate for Schwartz. Sommers resigned from the committee, because of illness, in the summer of 1979. Herta Loeser, Civic Center and Clearing House, Inc., Boston, Massachusetts, joined the committee to replace Sommers. Copies of the letter of invitation, letter of acknowledgement, and the final list of the Project HAVE Skills Advisory Committee members are given in Appendix B.

The project staff next began work on the "I Can" competency lists. We concluded that our original plan of spending time trying to separate out the job-relevant competencies in the "I Can" lists (which were developed to identify academically accreditable competencies) was inappropriate because we would be pre-guessing information which we could better learn from our validation sessions with employers. We did, however, review these lists for the purpose of adding additional areas and competencies which would be job-relevant but which might not be academically creditable. The major additions were to the lists of competencies derived from homemaking experience. These additions were facilitated by the occupational analysis of homemaking recently completed by Abt and Lewis (1978). The most major revision involved the list of competencies for Home Designer and Maintainer. This list was divided into separate lists for Home Designer and Home Maintenance Technician.

Following the revision of the existing lists, we began work on developing new "I Can" competency lists for other areas of volunteer and homemaking. The process involved obtaining written materials about each area and/or holding interviews with individuals involved in the area. The final draft of 33 "I Can" competency lists is included as Appendix C. The topics covered by these lists are: Homemaker -- Animal Care Specialist; Chef/Cook; Child Caretaker; Clothing and Textile Specialist; Home Designer; Home Horticulturist; Home Maintenance Technician; Home Nutritionist; Manager of Home Finances; Provider of Home Health Care, and Volunteer -- Administrator/Manager; Advocate/Change Agent; Benefit Sales Worker; Community Resources Specialist; Consumer Rights Specialist; Counselor; Emergency Medical Technician; Financial Manager; Fund Raiser; Group Leader for a Serving Organization; Health/Mental Health Care Institution Volunteer; Legal Rights Specialist; Library Assistant; Museum Staff Assistant (Docent); Personnel Manager; Probation Investigator; Problem Surveyor; Public Relations/Communicator; Recreation Worker; Researcher; Trainer; Tutor/Teacher's Aide and Youth Group Leader. The draft lists and the plan for their validation were reviewed by the Project HAVE Skills Advisory Committee at their February 1-2, 1979 meeting. The committee gave general approval to the content of the lists and suggested other areas for additional lists.

The project staff next undertook the validation of the competency lists. This validation was done by two panels of judges: (1) homemakers and volunteers, and (2) employers and their hiring agents, such as, company personnel officers.

The Project HAVE Skills Advisory Committee pointed out the great breadth of the competency lists and the difficulty inherent in asking women to judge how frequently other women engage in a given work activity. As a consequence, the competency lists were reviewed and reduced to 524 items for better data handling and matrix development. However, we still plan to provide the complete lists in the workbooks for counseling aids.

The validation panels were selected to represent a range of demographic characteristics. For the panel of women and homemakers the characteristics include: race, ethnic origin, socioeconomic status, region of the country, and rural/urban location. The employer validator panels were being selected to include a range of businesses and industries in both the public and private sector, businesses of different sizes, and businesses in all parts of the country.

The same set of 524 items, grouped into related activities involving animal care; clerical work; communication; community resources and services; consumer economics; counseling and interpersonal skills; design and esthetics; emergency care and crisis intervention; financial work, marketing, and sales; food preparation and nutrition; fund raising; health care and child care; horticulture; legal work; management and administration; physical and mechanical work; problem solving; research and library work; and teaching, training, and tutoring, were administered to both the panel of homemakers and the panel of employers. The women were asked to rate each item on a scale to indicate the frequency with which they did each activity (3 = frequently or regularly to 0 = never). The employers rated each item on its job-relevance (3 = used in many jobs to 0 = not job-relevant). The employers also provided, for each skill rated as job-relevant, the name of an occupation that requires this skill.

One hundred twenty-two women and 56 employers responded to these two questionnaires. Table 1 shows the data summary for these two questionnaires. This data was reviewed with the Advisory Committee at the August meeting; a copy was also provided for the WEEA project officer, Doris Shakin. Tables 2 and 3 provide the demographic characteristics of the two panels. As can be seen, the women are more highly educated than the national average. Also, the respondents from the northeast were disproportionally represented. The respondents did not include any Hispanic or Asian American women; an attempt to locate Hispanic respondents was unsuccessful because the groups contacted felt that too much reading was required to answer the questionnaire. This heavy reading load probably also contributed to the educational level bias among the women respondents. A future project should attempt to develop materials that involve more pictorial and nonreading versions of this project that would be useable by women for whom English is not the native language and/or by women with limited education and low literacy.

The employers panel was also disproportionally weighted toward the northeast. Most of these respondents represented services and manufacturing. Clerical work was the skill group rated as having the most job-relevance, receiving a mean rating of 2.4 on the 3 point scale. Other highly rated areas were management (1.9), communications (1.7), problem solving (1.7) and financial skills (1.6). The lowest rated areas were animal care (0.8), consumer economics (0.8), design (0.9), and horticulture (0.9). These employer ratings, combined with the relatively high intercorrelations (Table 5) among the skill areas, confirm our hypothesis that many of women's nonmarket skills tend to be perceived in an undifferentiated and sex-stereotyped way and that they are viewed as having limited job-relevance.

The women, in contrast, show considerably more differentiation among the activity areas, as can be seen from Table 4. The area of most frequent participation was consumer economics (2.4). Other highly rated areas were food preparation (2.3), health care (2.1), and clerical work (2.0). The women respondents had the lowest participation in the animal care (0.5) and legal (0.7) areas.

In order to obtain a better understanding of the structure of homemaking and volunteer work skills, as perceived by the women and employer respondents, a factor analysis of each activity group was undertaken. The number of factors for each area was based on roots than to or equal to one. Factors were orthogonally rotated by varimax. These analyses, as shown in Table 6, re-emphasize the different perceptions of the skills that had already been suggested by the intercorrelations. The women had a more complex view of animal care; community resources; consumer economics; counseling; design; emergency and crisis intervention; financial, sales, and marketing; food preparation; fund raising; health and child care; horticulture; legal; and physical and mechanical activities. The employers had a more complex view of clerical; communications; and management and administration activities.

The results of the ratings were used to eliminate homemaking and volunteer work activities rarely done by the respondent women and to eliminate activities judged as having little or no job-relevance. Then, the factor analyses were used to group the remaining items into clusters of related activities for construction of the matrix (now renamed the Job-Skills Chart because the word matrix was not understood by enough of the potential workbook users). A copy of these clusters is given in Appendix D. These clusters will be related to jobs and job families on the basis of the employer data, job literature analysis, and data to be collected in November from a group of employment and career counselors. Final validation will be done by another group of approximately 100 counselors.

The draft outline of the women's workbook that was submitted to WEEA with the continuation application was reviewed by the Advisory Committee in August, along with a draft of the opening sections. The Committee suggested that the workbook de-emphasize the matrix (Job-Skills Chart) and use a more general approach in skill identification, job and skill matching, job exploration, and job search techniques. A revised outline, meeting these suggestions, has been prepared and some of the material has been rewritten. Drafts of the Introduction, Chapter I, and Chapter II are enclosed as Appendix E. The women's workbook will be ready for field testing early in 1980.

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
ANIMAL CARE			
1. Breed and raise pets or farm animals	0.876	0.792	Veterinarian
2. Housebreak a pet	1.314	0.519	Veterinarian
3. Groom a pet	1.240	0.736	Veterinarian
4. Train a pet	1.116	0.660	Veterinarian
5. Show a pet in a competition	0.231	0.635	Veterinarian
6. Judge a pet show	0.125	0.585	Animal scientist
7. Describe how farm animals are judged and shown	0.118	0.640	Veterinarian
8. Explain the basic principles in breeding pets or farm animals (crossbreeding, inbreeding, etc.)	0.217	0.824	Animal scientist
9. Break and train a horse for riding	0.067	0.750	Veterinarian
10. Describe the common health problems of pets or farm animals and how they can be prevented	0.331	0.846	Veterinarian
11. Care for an ill pet or farm animal and describe the reasons for the actions taken	0.620	0.846	Veterinarian
12. Assist a veterinarian in medical procedures for pets or farm animals	0.225	0.962	Veterinarian
13. Describe the laws, regulations, and procedures involved in raising and selling pets	0.207	0.692	Veterinarian
14. Explain the dietary considerations necessary in maintaining a wildlife feeding station	0.150	0.712	Animal scientist
15. Identify locally common wildlife	0.950	0.720	Animal scientist
16. Serve as a guide or resource person at a nature center	0.150	0.860	Forestry aide
17. Provide health care and maintenance for injured wildlife	0.319	0.712	Veterinarian, forestry aide
18. Provide appropriate food, housing, and sanitation for pets or farm animals and describe the reasons for specific choices	0.975	0.725	Animal scientist
19. Explain what is involved in raising farm animals or fowl	0.283	0.673	Animal scientist
20. Care for animals that are part of a zoological display or special collection	0.083	0.804	Forestry aide
CLERICAL			
21. Perform a variety of clerical tasks	2.270	2.778	Secretary, clerk-typist
22. Carry out oral and written instructions and directions of some complexity	2.566	2.704	Secretary
23. Follow orders and accept supervision	2.549	2.830	Clerk-typist, secretary
24. Learn and apply the rules of a specific organization	2.636	2.528	Secretary, clerk-typist
25. Demonstrate knowledge in the use of office equipment	1.893	2.463	Secretary, clerk-typist
26. Develop and/or maintain current files	2.369	2.481	Secretary, clerk-typist, file clerk

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SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
27. Use data processing equipment	0.598	2.309	Computer operator, programmer
28. Keep records and prepare reports	2.426	2.545	Secretary
29. Obtain and verify routine factual information	2.207	2.241	Secretary
30. Check public records for information about births, deaths, wills, etc.	0.738	1.327	Secretary
COMMUNICATION			
31. Establish effective communications throughout an organization	2.123	2.226	Manager, public relations worker
32. Articulate the philosophy of an organization/agency	2.273	1.865	Manager, public relations worker
33. Serve as a spokesperson for an organization	2.342	1.849	Public relations worker, manager
34. Interpret an organization and its systems for the delivery of services to the public and to people in need of assistance	2.041	1.736	Public relations worker
35. Plan and develop a public relations program	1.388	1.745	Public relations worker
36. Identify target audiences	1.492	1.673	Public relations worker, advertising manager
37. Determine the communications technique(s) appropriate to an audience	1.622	1.704	Public-relations worker
38. Identify representatives of other organizations and of local, state and federal government to receive information about organizational activities	1.525	1.722	Public relations worker
39. Establish an interchange with representatives of various interest groups	1.570	1.698	Public relations worker, manager
40. Publicize and promote organizational materials	1.867	1.815	Public relations worker
41. Plan distribution of publications and other materials	1.742	1.717	Public relations worker
42. Speak publicly	2.074	1.964	Public relations worker, manager
43. Identify potential allies and select communication techniques which will enlist their support	1.650	1.519	Public relations worker, manager
44. Identify opposition groups and select communication techniques which will best counter their plans and arguments	1.339	1.509	Public relations worker
45. Present arguments and evidence to support a position	2.108	1.846	Manager
46. Use communication skills to persuade others	2.292	2.352	Manager
47. Organize and conduct meetings	2.281	2.231	Manager
48. Keep others informed about progress in written or verbal form	2.380	2.352	Manager
49. Plan and carry out a program of publicity for a product or service	1.765	1.846	Public relations worker, advertising manager, manager
50. Identify those people in community agencies, organizations, and services who can eliminate "red tape"	1.483	1.491	Manager
51. Act as a courier between various departments of an institution	1.233	1.245	Distribution clerk
52. Translate information and facts to a level of understanding appropriate to the background and experience of the audience	2.075	1.830	Public relations worker
53. Conceptualize communications and public relations programs which interpret the goals of the organization	1.587	1.679	Public relations worker
54. Choose appropriate audiovisual materials	1.617	1.604	Public relations worker, personnel worker
55. Write news stories, feature stories, fact-sheets for editorial background, reports, speeches, or scripts for radio/television	1.248	1.741	Public relations worker, copy writer

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SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
56. Coordinate development of materials for production	1.017	1.593	Public relations worker
57. Work with mass media (press, radio, television)	1.124	1.630	Public relations worker
58. Develop written materials for a particular purpose	1.908	2.074	Copy writer, manager
59. Develop audiovisual materials for a particular purpose	1.142	1.537	Public relations worker
60. Make an effective oral presentation to a group	2.242	2.222	Public relations worker, manager
61. Develop posters, leaflets and other brochures	1.628	1.647	Public relations worker
62. Serve as an interpreter or translator	0.375	1.094	Interpreter
COMMUNITY RESOURCES, SERVICE			
63. Demonstrate familiarity with the community	2.230	1.426	Social worker
64. Identify, use, and direct others to counseling services	1.893	1.396	Social worker
65. Identify resources in the community which may be used to improve the living conditions for a child	1.628	1.077	Social worker, counselor
66. Provide information about agencies that can help with health, home, family and other problems	1.917	1.370	Social worker
67. Make referrals to drug assistance programs	0.750	1.241	Counselor, social worker
68. Describe the major considerations in selecting one or more of the following: support systems for emergencies; child care services; church or religious centers; funeral or mortuary services; legal services; or health care personnel, facilities and services	1.664	1.182	Social worker
69. Arrange for assistance to released indigent prisoners	0.207	0.891	Social worker
70. Help arrange for psychiatric help	0.729	1.170	Social worker
71. Identify local resources and services to help with physical or emotional health problems; legal, financial, consumer, drug or alcohol problems; or problems of age, sex, or race discrimination	1.603	1.400	Social worker, personnel worker, counselor
72. Describe the available resources for dealing with emergencies	1.508	1.382	Social worker
73. Identify and use information resources to locate community facilities and services	1.943	1.377	Social worker
74. Identify, use, and direct others to legal services	1.207	1.185	Social worker
75. Assist others in developing proposals to obtain funds for social programs and services	0.959	1.145	Social worker
76. Describe the various kinds of federal and state aid available for people who are eligible, and how to obtain this assistance	1.066	1.127	Social worker
77. Identify, use and refer others to tenant's rights, welfare rights, block associations and other "grass roots" groups which bring about social change	0.958	1.020	Social worker
78. Describe the nature of organizational and community structures as they relate to a problem area and its potential solutions	1.185	1.078	Social worker

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
79. Identify and obtain help from organizations which provide assistance to those who feel that their legal rights have been violated.............	0.884	0.964	Social worker
80. Locate, use, and direct others to information resources which can help with evaluation of the quality of goods and services; evaluation of health and safety hazards in goods and services; identification of best buys, savings in costs, etc..	1.264	0.963	Home economist
81. Help others obtain their rights as tenants.............................	0.612	0.745	Social worker
82. Identify, use, and direct others to free or low-cost public services...	1.258	0.927	Social worker
83. Identify resources which can aid in the restoration of an older home...	0.575	0.698	Social worker
84. Identify and appropriately use resources in the community which may enrich the life of the ill, elderly, or handicapped....................	1.223	1.055	Social worker
85. Demonstrate sensitivity to and awareness of community attitudes and concerns..	2.149	1.302	Social worker
86. Identify community social, educational, and cultural resources that can supplement what a family has available............................	1.876	1.091	Social worker
87. Identify and use resources relevant to different cultural, ethnic, and religious heritages..	1.496	0.906	Social worker
CONSUMER ECONOMICS			
88. Describe how the rights of a homeowner are affected by mortgages, home improvement loans, other home-related loans, title documents, zoning, and settlement/closing agreements.....................................	1.074	0.855	Real estate sales agent
89. Read food labels to evaluate quality and weight of contents...........	2.808	0.818	Home economist
90. Compare the cost and nutritional value of convenience food, "junk" food, and home prepared equivalents..................................	2.664	0.852	Home economist
91. Conserve energy in food preparation and storage......................	2.570	0.679	Home economist
92. Determine the appropriate quantity of food to buy.....................	2.934	0.778	Home economist
93. Evaluate the freshness and quality of meat, fish, poultry, fruits, vegetables, and dairy products...	2.975	0.796	Home economist
94. Describe common food spoilage problems and how they can be prevented..	2.182	0.833	Home economist
95. Use regional and seasonal foods..	2.833	0.759	Home economist
96. Evaluate the cost and nutritional value of alternative methods of preparing the same foods..	2.400	0.833	Home economist
97. Make effective use of medical services for a child....................	2.694	0.759	Social worker
98. Identify and select appropriate educational environments.............	2.669	0.944	Social worker
99. Identify and provide appropriate clothing for a child at different stages of development..	2.826	0.685	Social worker
100. Evaluate books and movies and determine their suitability for a child.	2.742	0.800	Home economist

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IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
101. Identify resources in the community which can be used to augment school and preschool activities	2.628	0.764	Social worker
102. Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel	2.483	0.764	Home economist
103. Analyze the wearing apparel needs of people, taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests	2.570	0.704	Home economist
104. Evaluate the quality of clothing, rugs, curtains, linens, and other textile items	2.570	0.811	Purchasing agent
105. Evaluate the quality of the purchases made	2.792	0.926	Purchasing agent
106. Determine from among several items of comparable quality, which is the best buy	2.917	1.218	Purchasing agent
107. Use unit pricing and other techniques to compare costs of items sold in different amounts and quantities	2.785	1.111	Purchasing agent
108. Detect potential health and safety hazards in items and avoid purchasing them	2.752	0.926	Home economist
109. Identify, use, and direct others to groups and organizations which can help them with consumer problems	1.744	0.778	Home economist
110. Organize or take part in a food cooperative in order to achieve savings in cost of grocery items	0.959	0.636	Social worker
111. Organise or use other cooperatives to achieve savings	1.050	0.667	Social worker
112. Select living quarters to meet a family's needs and circumstances	2.397	0.796	Social worker
113. Describe the rights and responsibilities of a tenant or home owner	1.426	0.852	Social worker
114. Know what recourse a consumer has when a purchase does not function properly; an item cannot be repaired; a purchase has health or safety hazards; an item or service purchased is not as advertised; or services are not performed as agreed or promised	2.205	1.109	Home economist
115. Select stores and services most suitable to a family's needs and circumstances	2.875	0.574	Social worker
116. Locate the true "discount" stores	2.664	0.500	Home economist
117. Use acquired talents as resources by doing one or more of the following: making, altering, and repairing clothing for family members; canning, freezing, and other home preparation of food; making simple home repairs; making household furnishings (bookcases, curtains, furniture, slip covers, etc.); trading available services or goods to obtain other goods or services	2.664	0.909	Social worker
118. Analyze advertising and identify misleading material	2.541	0.889	Home economist
119. Analyze sales promotions and determine if real savings are available	2.633	0.852	Home economist

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IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
120. Investigate credit options and select those most appropriate to a family's needs and circumstances	2.240	0.750	Loan officer
121. Use credit cards and other forms of credit wisely	2.752	0.654	Loan officer
122. Describe how to shop for a loan or mortgage	1.545	0.827	Loan officer
123. Know when to avoid credit and loans	2.530	0.769	Counselor
124. Select insurance policies and plans that are most appropriate to a family's needs and circumstances	1.975	1.000	Insurance sales agent
125. Select bank accounts, savings plans, and investments that best meet a family's needs and circumstances	2.273	0.788	Counselor
126. Select living quarters which meet family tastes and needs	2.537	0.712	Real estate sales agent
127. Research unfamiliar products or materials	2.000	0.980	Market research analyst
128. Determine furniture needs	2.567	0.865	Interior designer
129. Select upholstery or slip covers for furniture	1.992	0.765	Interior designer
130. Evaluate quality when selecting household goods and furniture	2.733	0.827	Interior designer
131. Determine floor treatments and floor covering needs	2.418	0.865	Interior designer
132. Select rugs, carpets and other floor coverings	2.417	0.922	Interior designer
133. Identify and correct conditions in the home which are fire or safety hazards	2.475	0.863	Safety inspector
134. Prevent home conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.)	2.664	0.846	Safety inspector
135. Select household goods and products that do not present hazards	2.736	0.769	Safety inspector
136. Manage the overall maintenance of a home	2.694	0.904	Manager
137. Demonstrate skills associated with food preparation and storage	2.843	1.019	Food service occupations
138. Demonstrate skills as a consumer or monitor of consumption	2.669	0.750	Home economist
139. Demonstrate knowledge of how to evaluate and select real estate	1.570	0.960	Real estate sales agent
COUNSELING, INTERPERSONAL			
140. Counsel with workers who are not performing up to organizational standards	1.250	2.148	Personnel worker, manager
141. Build client confidence toward a counseling agency	1.107	1.058	Counselor
142. Establish rapport with individuals of diverse backgrounds	2.231	1.788	Personnel worker, counselor
143. Establish rapport with a person seeking advice	2.397	1.769	Personnel worker, counselor
144. Show compassion for those with problems	2.818	1.846	Personnel worker, counselor
145. Serve as a "sounding board" for those with problems	2.730	1.760	Personnel worker, counselor
146. Provide moral support	2.861	1.692	Manager, counselor, personnel worker
147. Identify an individual's problems and difficulties by a variety of methods	2.516	1.769	Personnel worker, manager
148. Recognize the nonverbal cues and behaviors which indicate tensions or problems	2.705	1.840	Personnel worker, manager

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

	SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
149.	Demonstrate questioning skills	2.607	2.115	Personnel worker
150.	Demonstrate listening skills	2.779	2.115	Personnel worker
151.	Encourage the development of "common sense"	2.779	1.725	Manager
152.	Use techniques which help people to talk spontaneously	2.545	1.588	Personnel worker
153.	Describe the psychological theories on which different counseling techniques are based	1.336	1.019	Counselor, personnel worker
154.	Describe different counseling techniques and show how and when each is used	1.197	1.077	Counselor, personnel worker
155.	Demonstrate techniques to control the interchanges in counseling situations	1.238	1.096	Counselor
156.	Describe the kinds of information necessary to handle different types of counseling problems	1.273	1.135	Counselor, personnel worker
157.	Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem	1.116	1.269	Personnel worker, counselor
158.	Interpret such data for use in counseling as interview and background information, observational data, and test results	1.017	1.373	Personnel worker, counselor, social worker
159.	Do referral counseling	1.058	1.240	Personnel worker, counselor
160.	Do intake or entrance interviewing, screening, and placement	1.084	1.725	Personnel worker
161.	Determine the urgency of a problem or concern and handle it appropriately	2.258	2.000	Manager
162.	Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations	0.967	1.173	Counselor
163.	Demonstrate the skills required in career counseling and life guidance	1.283	1.327	Counselor, personnel worker
164.	Provide counseling services for people, where applicable	1.331	1.451	Counselor, personnel worker
165.	Respect and observe precautions concerning confidentiality of patients and patient histories	1.850	1.231	Counselor
166.	Provide support and guidance to patients and their families under the supervision of a member of the religious ministry	0.675	0.706	Clergy
167.	Help others obtain information about their legal rights	1.277	1.038	Lawyer
168.	Initiate interviews with parents to acquire basic information for pre-custody determination	0.200	0.863	Social worker
169.	Understand and use techniques of group dynamics	1.580	1.377	Personnel worker
170.	Demonstrate the ability to use appropriate techniques to solve interpersonal problems	1.850	1.491	Counselor, manager
171.	Demonstrate techniques to prevent or limit conflict between individuals	2.008	1.577	Manager
172.	Demonstrate a knowledge of individual growth and development	2.333	1.442	Manager

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
173. Demonstrate knowledge of capacities and needs of special groups.......	1.958	1.280	Social worker
174. Identify the special needs of an individual who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs....................	2.298	1.000	Counselor
175. Provide advice and informal counseling when appropriate...............	2.483	1.549	Manager, personnel worker
176. Conduct negotiations with an awareness of the necessity of compromise.	1.983	1.481	Conciliator, manager
DESIGN, AESTHETICS			
177. Demonstrate skills in arts and/or crafts..............................	1.967	1.135	Illustrator
178. Arrange furniture in an attractive and functional manner..............	2.525	0.863	Interior designer
179. Restore, refinish and recycle furniture...............................	1.868	0.885	Interior designer
180. Apply principles of color, textures, and design in home decorating....	2.355	0.750	Interior designer
181. Describe and demonstrate how color, light, and space can be used to alter room appearance...	1.869	0.846	Interior designer
182. Identify aesthetic guidelines for evaluating and planning home design (balance, proportion, etc.)...	1.754	0.788	Interior designer
183. Create original home designs..	1.567	0.712	Architect, interior designer
184. Determine home decoration treatments...................................	2.077	0.885	Interior designer
185. Develop displays and special exhibits for a school, library or organization..	1.197	1.196	Interior designer
186. Develop a plan for interior design.....................................	1.488	0.904	Interior designer
187. Select coordinated clothing items......................................	2.818	0.923	Interior designer
188. Select complementary clothing styles and colors........................	2.760	0.827	Interior designer
189. Know the criteria on which to judge a work of art or a design.........	1.566	0.824	Interior designer
190. Manage the redecoration of a room or home..............................	2.322	0.784	Interior designer
191. Prepare scale drawings of a room or house..............................	1.000	0.960	Interior designer
192. Prepare museum display materials.......................................	0.148	0.714	Librarian
EMERGENCY, CRISIS			
193. Recognize and deal with medical emergencies............................	2.205	1.540	Medical technologist
194. Think and behave rationally when dealing with an emergency............	2.492	1.706	Medical assistant
195. Establish priorities in dealing with problems in an emergency.........	2.385	1.540	Manager
196. Develop support systems to deal with emergencies.......................	1.984	1.510	Manager
197. Identify and direct others to sources of food, clothing and shelter during personal crises or emergencies..............................	1.361	1.077	Police officer
198. Care for those involved in an accident.................................	1.182	1.404	Medical assistant, police officer, physician
199. Provide safe and efficient transport and continuing care of ill or injured people on the way to the hospital............................	0.984	1.173	Medical assistant

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
200. Provide orderly transfer of patient and patient information to hospital emergency department	1.139	1.111	Medical assistant
201. Perform basic life support functions	0.773	1.241	Medical technologist
202. Diagnose and treat medical emergencies	1.016	1.241	Physician
203. Control an accident scene	0.590	1.245	Police officer
204. Perform emergency communication functions	0.612	1.212	Police officer
205. Provide general assistance in a hospital emergency room	0.446	1.075	Nurse
206. Demonstrate techniques for dealing with people who complicate a crisis situation rather than aiding it	0.950	1.308	Police officer
207. Handle crisis intervention	0.918	1.122	Police officer
FINANCIAL, SALES, MARKETING			
208. Budget existing funds	2.516	2.111	Manager, treasurer
209. Understand and interpret a budget	2.541	2.182	Manager
210. Present the rationale and justification for a budget	2.358	2.111	Manager, treasurer
211. Prepare budget projections based on historical analysis and cost trends	1.443	2.055	Accountant, manager
212. Establish procedures to monitor income and expenditures	1.992	2.093	Manager
213. Define potential actions in terms of cost-effectiveness	1.719	1.964	Accountant, treasurer, manager
214. Establish procedures (incentives, etc.) which encourage fiscal responsibility	1.645	1.964	Manager
215. Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets	2.074	2.055	Accountant, manager, treasurer
216. Establish and maintain financial or sales records	2.091	2.109	Accountant, manager
217. Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records	2.017	2.074	Accountant
218. Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements	1.587	2.056	Accountant
219. Apply the "total return" concept to investments when appropriate	0.725	1.377	Treasurer
220. Plan an investment program in keeping with organizational needs and objectives	0.769	1.407	Treasurer
221. Monitor an investment program and evaluate its effectiveness	0.817	1.321	Treasurer
222. Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why	0.860	1,296	Treasurer
223. When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments	0.851	1.389	Treasurer, accountant
224. Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if a particular investment is appropriate to the philosophy of an organization	0.592	1.315	Treasurer, manager

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
225. Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies	0.702	1.278	Treasurer
226. Demonstrate the rationale for various kinds and amounts of insurance (health, life, tenant, auto, etc.)	1.331	1.593	Insurance sales agent
227. Prepare and defend income tax returns	1.303	1.500	Accountant
228. Assess needs to determine what financial support is required	1.534	1.615	Treasurer, manager
229. Specify the main differences in various forms of business ownership and the advantages/potential problems of each	0.608	1.130	Manager
230. Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services	1.347	1.077	Lawyer, purchasing agent, loan office
231. Assess potential markets for products or services	1.025	1.698	Market researcher, advertising manage
232. Evaluate buyer behavior and consumption patterns	0.832	1.519	Market researcher, advertising manage
233. Survey and choose among suppliers of products and services	1.700	1.679	Purchasing agent
234. Purchase, develop, or supervise development of products or services for potential sale	0.822	1.453	Advertising manager
235. Determine prices on the basis of cost and overhead factors when a product or service is sold	0.992	1.389	Accountant, advertising manager
236. Collect and record monies due	1.697	1.827	Accountant
237. Demonstrate knowledge of and make appropriate use of business forms	1.483	1.907	Clerk-typist, manager
238. Determine prices of products or services on the basis of cost and overhead factors	1.111	1.434	Advertising manager
239. Deal effectively with customers	1.748	2.132	Clerk
240. Act as cashier in a shop or store	1.328	1.537	Cashier
241. Demonstrate a knowledge of various types of investments and the advantages and/or disadvantages of stocks, bonds, money market instruments and others	0.645	1.308	Treasurer
242. Evaluate a real estate purchase	1.205	1.278	Real estate sales agent
243. Demonstrate knowledge of laws which can affect finances	1.041	1.469	Treasurer
244. Perform, arrange for or oversee performance of advertising, publicity, marketing, or sales promotion for a store or sale	0.533	1.426	Advertising manager
245. Maintain correspondence with suppliers and/or customers	0.877	1.833	Purchasing agent
246. Target advertisements	0.678	1.404	Advertising manager
FOOD PREPARATION, NUTRITION			
247. Serve attractive and palatable meals	2.926	1.385	Waitress, dietician
248. Prepare appetizing portable meals	2.443	1.269	Cook/chef, food service occupations

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

	SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
249.	Package portable meals so as to prevent spoilage and maintain an attractive appearance	2.279	1.118	Food service occupations
250.	Adapt recipes to serve larger or smaller numbers of people	2.664	1.216	Food service occupations
251.	Cook food in large quantities to serve to groups	2.115	1.260	Food service occupations, cook/chef
252.	Prepare meals or adapt recipes to meet allergy problems or special diet needs	1.909	1.059	Dietician
253.	Prepare food specialties for a regional, ethnic or cultural group	1.512	0.902	Dietician
254.	Plan meals	2.950	1.294	Dietician
255.	Determine the nutritional needs of those for whom meals are to be prepared	2.760	1.176	Dietician
256.	Use recipes and cookbooks	2.785	1.176	Cook/chef, dietician
257.	Freeze, can, or dry food for later use	2.525	0.961	Food service occupations
258.	Select, use and care for kitchen appliances and utensils	2.934	1.157	Food service occupations
259.	Apply safety rules in the use of kitchen equipment	2.934	1.294	Dietician
260.	Plan and prepare nutritious snacks	2.689	1.020	Food service occupations
261.	Prepare food according to a variety of methods	2.851	1.235	Dietician
262.	Demonstrate knowledge of food poisoning, its causes and symptoms	2.042	0.920	Dietician
263.	Demonstrate knowledge and understanding of the basic elements of nutrition	2.700	1.157	Dietician
264.	Help ill patients to select meals	1.270	0.920	Dietician
265.	Identify and fill the special nutritional needs of patients who are acutely ill and/or convalescing	0.934	1.000	Dietician
266.	Demonstrate cost effective nutritional planning	2.198	1.058	Dietician
267.	Demonstrate skills in meeting nutritional needs outside the home	1.542	0.882	Dietician
268.	Identify nutritional values in the meals prepared	2.508	1.020	Dietician
FUND RAISING				
269.	Plan and administer a fund raising activity	1.566	0.981	Manager
270.	Manage the development of a fund raising proposal	1.311	1.019	Manager
271.	Employ the skills and materials used in fund raising	1.471	1.000	Public relations worker, manager
272.	Raise funds by selling a product or service	1.541	1.096	Public relations worker
273.	Raise funds from the public through a campaign	1.221	0.961	Public relations worker
274.	Raise funds from business, government, corporations, and/or foundations by researching special interests of potential funding sources	0.818	1.000	Manager
275.	Raise funds by staging a special event	1.417	0.922	Public relations worker
276.	Demonstrate knowledge and understanding of the code of ethics regarding fund raising	1.238	0.960	Public relations worker, manager
277.	Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising	0.992	1.000	Manager

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
278. Identify potential sources of financial support	1.488	1.192	Public relations worker
279. Obtain financial support for an activity or program	1.347	1.231	Public relations worker
280. Demonstrate awareness of government programs, and funding procedures	1.244	1.212	Public relations worker
281. Help others identify funding sources which can meet the needs of an individual, group or the community	1.242	1.137	Public relations worker
HEALTH CARE AND CHILD CARE			
282. Provide general assistance in a hospital out-patient department	0.372	1.102	Nurse aide
283. Provide recreational activities for patients	0.525	0.959	Recreational therapist
284. Assist in a hospital pharmacy	0.132	0.959	Pharmacist
285. Recognize and respond to a child's need for a loving and emotionally supportive environment	2.810	1.080	Social worker
286. Identify and provide a safe stimulating environment for a child	2.767	1.098	Social worker, child monitor, teacher
287. Arrange and supervise social experiences for a child which will promote ethical and moral development	2.717	1.100	Social worker
288. Demonstrate skills which help make life interesting to a growing child (e.g., storytelling, singing, etc.)	2.769	1.080	Child mentor
289. Recognize and treat childhood diseases	2.617	1.137	Physician
290. Describe and recognize the milestones in human development	2.642	0.961	Psychologist
291. Determine means of incorporating valued interpersonal qualities into a relationship with a child	2.686	0.940	Child mentor
292. Describe ways to develop self-sufficiency in a child	2.653	1.000	Child mentor
293. Acquaint a child with family, ethnic, and cultural heritage	2.570	0.857	Child mentor
294. Provide opportunities for a child to learn the value of money	2.686	0.840	Child mentor
295. Facilitate learning in children by encouraging the development of communication and listening skills, social skills, special interests and talents, and recognizing capabilities and potential	2.833	1.120	Teacher
296. Help a child develop a positive self concept	2.860	0.960	Teacher
297. Help the child function as a member of the family	2.850	0.860	Social worker
298. Provide sex education	2.408	0.898	Teacher
299. Teach a child to respect the rights of others	2.901	0.980	Teacher
300. Provide consistent and appropriate discipline for children	2.835	0.979	Teacher
301. Provide a safe environment for a patient	1.683	1.040	Nurse aide
302. Provide adequate substitute care for a patient or child as needed	2.258	0.918	Nurse
303. Provide for effective medical care for a patient	1.612	1.180	Nurse
304. Maintain hygienic conditions for a patient	1.658	1.080	Nurse
305. Document patient progress	1.289	1.200	Nurse aide, nurse
306. Maintain needed supplies for a patient	1.551	1.098	Nurse

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
307. Recognize and provide for the psychological and social needs of the ill and/or elderly	1.529	1.167	Social worker
308. Provide for the physical and emotional comfort of a patient	1.625	1.061	Nurse
309. Plan for and help patient enjoy appropriate exercise and recreation	1.403	0.958	Physical/recreational therapist
310. Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness	1.373	1.000	Nurse, physical therapist
311. Assist parents, teachers and others working with children in the selection of books, games, and toys	2.075	0.878	Child mentor
312. Plan and carry out trips to sporting events, dramatic presentations, concerts, recreation areas, museums, zoos, etc., for patients or children	2.358	1.020	Social worker
313. Demonstrate understanding of the physical, emotional, and educational needs of a child with a physical or emotional handicap, of a gifted child, of a child in a single parent home, of a child of a highly transient family	2.098	0.979	Counselor
314. Provide legal, moral and ethical guidance for a child, appropriate to the child's age	2.508	0.851	Counselor
315. Identify emotional disturbances or learning difficulties in a child which may need professional treatment or added attention, and obtain appropriate consultative advice	1.730	1.130	Counselor, social worker
HORTICULTURE			
316. Demonstrate knowledge of the environmental influences which affect plant growth	1.787	0.843	Agronomist
317. Demonstrate knowledge of the biological functioning of plants	1.492	0.796	Biologist
318. Demonstrate knowledge and skills related to planting and transplanting	1.844	0.880	Agronomist, yard worker
319. Demonstrate knowledge of hazards affecting plants and how to remedy them	1.607	0.843	Yard worker
320. Demonstrate knowledge of plant maintenance	2.008	0.900	Yard worker
321. Demonstrate knowledge of a particular method, or part of a method, of growing or caring for plants (organic gardening, creating hybrids, etc.)	1.303	0.843	Yard worker
322. Demonstrate an in-depth knowledge of a particular kind of plant and its care	1.231	0.824	Agronomist
323. Demonstrate knowledge and techniques of the proper care for plant products (flowers once they have been cut; vegetables once they have been harvested)	2.025	0.840	Floral designer

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
324. Demonstrate knowledge and techniques of plant pruning	1.303	0.918	Yard worker
325. Demonstrate knowledge and skills as a landscape architect	0.777	0.898	Landscape architect
326. Care for living plants which are part of a collection	1.951	0.755	Plant scientist
327. Maintain flowers in proper condition	1.984	0.837	Floral designer
328. Manage yard and garden care	2.14[illegible]	0.990	Yard worker
329. Demonstrate knowledge and skills in harvesting vegetables, fruits, and flowers	1.967	0.898	Agronomist
330. Arrange flowers, taking into consideration the conditions and setting where they will be displayed	1.967	0.878	Floral designer
331. Select plants appropriate for a setting or for a special use	1.908	0.837	Floral designer
332. Cope with problem insects and pests	1.680	0.854	Agronomist
LEGAL			
333. Describe the legal rights and responsibilities of one or more of the following: citizen, consumer, home owner, tenant, parent, volunteer worker/board member, employee, employer	1.713	1.491	Lawyer
334. Select legal services and processes appropriate for a given problem, such as, small claims court, probate court, etc	1.016	1.283	Lawyer
335. Read with understanding and interpret one or more of the following: leases, warranties, insurance policies, medical consent and release forms, contracts and legal agreements	1.869	1.654	Lawyer
336. Specify the legal differences in various forms of home ownership and the advantages/potential problems of each	0.959	1.255	Lawyer
337. Describe the legal processes related to divorce and legal separation	0.876	1.140	Lawyer
338. Conduct a search of legal documents to obtain needed information	0.736	1.442	Legal aide
339. Assist those who come to legal rights organizations	0.289	0.980	Legal aide
340. Describe the legal processes related to inheritance	0.521	1.040	Lawyer
341. Describe employees' legal rights in regard to benefits such as pension, profit sharing, life insurance, health insurance, and stock options	0.650	1.529	Lawyer
342. Prepare and send out default notices	0.182	1.080	Lawyer
343. Follow up on child support and alimony payments	0.264	1.061	Lawyer, legal aide
344. Enforce visitation rights of supporting parent	0.215	1.021	Lawyer
345. Distinguish between legitimate needs and irrelevant complaints of custodial parent	0.273	0.980	Lawyer
346. Comprehend, analyze and interpret basic laws, regulations, and penalties related to probation and custody	0.364	1.160	Lawyer, legal aide
347. Understand and keep informed about labor laws (such as Taft-Hartley)	0.653	1.563	Lawyer, labor relations specialist, personnel worker

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
348. Demonstrate knowledge of laws related to food including content and labeling laws, health and cleanliness laws, etc........................	1.116	1.077	Lawyer
349. Describe the essential elements of home lease or sale contracts.......	0.802	1.039	Real estate sales agent, lawyer
350. Recognize evidence of evasion and discrepancies in legal records......	0.463	1.234	Lawyer
351. Draft model legislation...	0.331	1.043	Lawyer
MANAGEMENT, ADMINISTRATION			
352. Plan and coordinate activities......................................	2.600	2.537	Manager
353. Develop long-range goals and objectives that foster organizational growth and continuity..	2.142	2.315	Manager
354. Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel............	2.342	2.463	Manager
355. Identify methods of evaluating effectiveness in meeting goals and objectives...	2.151	2.245	Manager
356. Identify the resources in personnel, money, materials, time and authority needed to accomplish established objectives.................	2.133	2.302	Manager
357. Establish priorities based on the importance of each objective to goal attainment and on the resources available.............................	2.250	2.370	Manager
358. Work creatively within the structure of relationships and the setting of an organization..	2.442	2.444	Manager
359. Coordinate the execution of simultaneous projects.....................	2.250	2.358	Manager
360. Determine the need for and develop alternative plans to meet emergencies..	1.942	2.074	Manager
361. Organize a program or project into its component parts and determine the sequence in which these activities need to be performed...........	2.258	2.296	Manager
362. Establish work flow and work loading procedures.......................	1.748	2.302	Manager
363. Develop and use flow charts, PERT charts, and other visual materials to describe the program's or project's work flow......................	1.025	2.132	Manager
364. Develop and work within an agenda....................................	2.356	2.170	Manager
365. Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.....................	2.117	2.444	Manager
366. Establish and maintain procedures to monitor work quality and quantity...	1.717	2.264	Manager
367. Solicit and make constructive use of negative and positive feedback...	2.267	2.340	Manager
368. Describe and use techniques which will elicit new ideas and proposals..	1.909	2.148	Manager
369. Help workers see the relevance of their organization/agency experience to their long-range career goals and/or personal development...........	1.669	2.151	Manager, personnel worker

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
370. Develop and maintain a system of evaluative records of job performance.	1.325	2.000	Personnel worker, manager
371. Conduct salary administration and performance reviews for paid workers.	0.810	2.075	Personnel worker, manager
372. Handle out-placements and terminations	0.558	1.885	Personnel worker, manager
373. Conduct performance reviews	0.901	2.132	Manager, personnel worker
374. Prepare a staffing plan and present the rationale for it	0.875	1.925	Manager, personnel worker
375. Help supervisors deal with personnel problems	1.190	1.849	Personnel worker, manager
376. Maintain time and salary records for paid workers	0.858	2.019	Personnel worker, manager
377. Plan and implement programs for staff development	1.134	1.943	Personnel worker, manager
378. Review and keep up-to-date on changes in state and federal laws for employee compensation and benefits	0.727	1.942	Personnel worker
379. Deal with employee relations problems and develop programs to meet employee relations needs	0.818	1.868	Personnel worker
380. Plan and monitor a retirement program	0.182	1.604	Personnel worker
381. Plan and implement personnel policies and review them regularly for needed changes	0.798	1.808	Personnel worker
382. Develop an affirmative action program and monitor compliance	0.574	1.788	Personnel worker
383. Give priority to those needs and problems which are most important and practical to pursue	2.192	2.385	Manager
384. Select problem area(s) relevant to organizational needs	1.874	2.098	Manager
385. Develop practical plans of identifying needs, time, costs, and personnel	1.579	1.943	Manager
386. Explain the relationship between a particular job and organizational/agency/program goal	1.545	1.755	Manager, personnel worker
387. Plan and organize cooperative and competitive activities and know when each is appropriate	1.314	1.434	Manager, personnel worker
388. Keep records of individual and group progress	1.694	1.654	Manager, personnel worker
389. Manage effectively in high pressure situations	2.017	2.269	Manager
390. Use techniques for crisis management and describe why different types of crises require different techniques	1.132	1.558	Manager
391. Use methods of conflict resolution and describe when they are appropriate	1.306	1.538	Manager, personnel worker
392. Meet accountability demands of others	1.967	1.925	Manager
393. Build good working relationships with legislators and government officials (local, state or federal)	1.174	1.788	Manager
394. Plan and organize coalition building	0.817	1.120	Manager
395. Identify needs and opportunities for volunteer service	1.717	1.140	Manager
396. Enlist the support of the governing body and staff in the use of volunteers	1.256	1.020	Manager

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
397. Secure resources, human and physical	1.810	1.941	Personnel worker, manager
398. Prepare job descriptions	1.347	1.920	Personnel worker, manager
399. Select and/or recruit individuals for a variety of jobs	1.639	1.902	Personnel worker, manager
400. Prepare advertisements to recruit personnel	0.883	1.615	Personnel worker
401. Develop and use techniques which will minimize conflicts between workers	1.314	1.549	Manager, personnel worker
402. Provide orientation to personnel new to organization	1.686	1.686	Personnel worker
403. Arrange for and monitor the job training of personnel	1.322	1.765	Personnel worker
404. Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations	1.582	1.392	Manager, personnel worker
405. Prepare cost estimates for the use of personnel and their time	0.656	1.373	Personnel worker, manager
406. Determine the cost/effectiveness of alternative plans for personnel allocation	0.582	1.451	Personnel worker, manager
407. Demonstrate an understanding of individuals' needs and motives in work situations	1.719	1.745	Manager
408. Organize committees to carry out tasks	2.050	1.627	Manager
409. Abide by organization's standards	2.421	2.380	Manager
410. Provide positive reinforcement to keep workers involved and productive	2.008	2.020	Manager
411. Prepare staffing need projections on the basis of historical or survey data and analysis	0.943	1.529	Personnel worker, manager
PHYSICAL, MECHANICAL			
412. Know how to care for and maintain the materials and equipment used in a home or an organization	2.545	1.520	Maintenance supervisor
413. Care for and make minor repairs on an automobile or other vehicle	1.074	1.286	Auto mechanic
414. Demonstrate knowledge and skills in masonry work	0.421	0.960	Mason
415. Paint, wallpaper, or panel a room	1.967	1.286	Maintenance supervisor
416. Use proper safety precautions in using tools, equipment, and machines.	2.445	1.714	Maintenance supervisor
417. Reputty windows and replace broken panes of glass	0.636	1.082	Maintenance supervisor
418. Demonstrate knowledge and skills in carpentry and construction	0.918	1.460	Carpenter
419. Make mechanical repairs on household items	1.298	1.020	Maintenance supervisor
420. Demonstrate knowledge and skill in making electrical repairs	0.582	1.380	Electrician
421. Construct or repair fences, and other outdoor features	0.730	1.020	Maintenance supervisor
422. Demonstrate knowledge and skill in making plumbing repairs	0.642	1.380	Plumber, maintenance supervisor
423. Demonstrate knowledge and skill in papering, painting, and plastering.	1.731	1.327	Maintenance supervisor
424. Demonstrate knowledge of safety precautions required by potentially hazardous activities in the home and in recreation	2.250	1.039	Safety inspector

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
425. Repair or replace flooring	0.893	1.100	Carpenter
426. Upholster furniture and make slip covers	0.910	0.780	Furniture upholsterer
427. Demonstrate skills used in producing clothing or home textile products	1.861	0.918	Dressmaker/tailor
428. Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products	2.377	0.792	Dressmaker/tailor
PROBLEM SOLVING			
429. Use problem solving and decision making skills	2.777	2.408	Manager
430. Identify channels to change	2.377	1.900	Manager
431. Select methods and data which will document the need for change	2.131	1.820	Manager
432. Identify areas where change is needed	2.408	1.960	Manager
433. Develop plan(s) for investigating a problem area	2.140	1.900	Manager
434. Compile a list of specific needs or problems within a problem area	2.117	1.740	Manager
435. Identify and obtain information about one or more of the following: the groups affected by a problem; the sources of power which can facilitate or block the implementation of change; and the existing programs, resources, and other factors which impact on the problem	1.861	1.720	Manager
436. Assess the impact of different factors on a problem area by various data collection techniques such as interviewing, surveying, public discussions, etc	1.525	1.504	Manager
437. Describe problem area(s) for purposes of program development	1.607	1.796	Manager
438. Define and delimit the basic issues in a problem area	1.689	1.694	Manager
439. Demonstrate knowledge of the processes of change	1.861	1.735	Manager
440. Demonstrate understanding of the legislative process and how it can be used to implement change	1.484	1.531	Manager
441. Demonstrate knowledge of the laws and customs applying to lobbying	0.967	1.417	Manager
442. Monitor legislative bodies', public institutions' and agencies' actions relevant to the problem	1.115	1.604	Manager
443. Develop techniques to maintain change	1.418	1.479	Manager
444. Demonstrate knowledge of the basic concepts relevant to an issue in fields such as legal rights, housing and community planning, education, environment, and welfare and social services	1.702	1.429	Manager
445. Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem	1.628	1.521	Manager
446. Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area	1.717	1.490	Manager
447. Use contacts constructively when seeking assistance with a problem	1.907	1.939	Manager

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
RESEARCH AND LIBRARY			
448. Demonstrate a knowledge of and the ability to use a library and other reference resources	2.529	1.824	Librarian
449. Describe methods of research investigation	1.653	1.412	Market research analyst, librarian
450. Gather information by conducting interviews, confirming facts, identifying trends, and locating background data	1.758	1.620	Market research analyst
451. Limit the focus of research by conceptualizing issues, defining variables, operationalizing measures, identifying the unit of analysis, and generating hypotheses	1.325	1.354	Market research analyst
452. Collect background information	1.967	1.694	Market research analyst
453. Develop and maintain a library or collection of research materials	1.818	1.612	Librarian
454. Plan research by selecting a research design, sampling techniques, and survey techniques	1.074	1.380	Market research analyst
455. Obtain data	1.901	1.804	Market research analyst
456. Process data	1.661	1.804	Market research analyst
457. Make inferences from data	1.725	1.760	Market research analyst
458. Make conclusions and recommendations from data	1.758	1.765	Market research analyst
459. Analyze and summarize data	1.769	1.706	Market research analyst
460. Obtain and verify routine factual information from individuals	1.792	1.627	Market research analyst
461. Make field investigations and prepare related reports	1.311	1.529	Market research analyst
462. Research and identify the technique, period, and origin of various textile, clothing, and/or household items	0.876	0.740	Librarian
463. Identify or obtain information about architectural and home furnishing styles of historical or regional interest	0.959	0.800	Librarian
464. Assist with the development of bibliographies or other lists of library materials on selected topics	1.149	1.098	Librarian
465. Research genealogical and family history records	0.769	0.667	Librarian
466. Help library users locate materials by use of the card catalogue	1.248	1.306	Librarian
467. Help with library or museum user services	0.883	1.100	Librarian
468. Obtain local, regional, cultural and/or social history information from letters, diaries, newspapers, and similar sources	0.867	0.880	Librarian
469. Prepare reports containing factual data and documentary or other evidence	1.479	1.440	Manager
470. Assist in the purchasing and processing of library materials	0.683	1.431	Librarian
471. Assist with the circulation of library materials	0.934	1.353	Librarian, library assistant
472. Assist individuals with handicaps (e.g., visual) in locating and using special library materials which will meet their needs	0.413	0.980	Librarian

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

	SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
473.	Determine the needs of library users and refer them to the appropriate materials	0.901	1.412	Librarian
474.	Set up and maintain libraries, or book and magazine collections	1.000	1.400	Librarian
475.	Analyze the appropriateness of library materials for different groups of users	0.868	1.280	Librarian
476.	Develop and maintain a library of materials relevant to a specialty	1.356	1.408	Librarian
477.	Evaluate the appropriateness of nonprint library materials (films, records, etc.) for specific groups and/or activities	1.042	1.240	Librarian
478.	Write research report(s)	1.475	1.388	Market research worker
479.	Disseminate research results to appropriate groups	1.190	1.320	Manager
	TEACHING, TRAINING, TUTORING			
480.	Identify training needs	1.876	1.796	Personnel worker
481.	Train others to do specific job(s) or task(s)	2.124	1.918	Personnel worker, manager
482.	Make a training plan	1.669	1.620	Personnel worker
483.	Prepare and evaluate reports on training programs	1.275	1.480	Personnel worker
484.	Develop training manuals for other trainers to use	0.917	1.449	Personnel worker
485.	Administer a training program	1.289	1.563	Personnel worker
486.	Conduct a training session	1.622	1.667	Personnel worker
487.	Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development	1.675	1.560	Personnel worker
488.	Evaluate the training programs of others	1.261	1.347	Personnel worker
489.	Know how and when to use different role-playing techniques in training	1.571	1.460	Personnel worker
490.	Determine the suitability of various training approaches for individuals with different backgrounds and experiences	1.517	1.460	Personnel worker
491.	Establish a good working relationship with a learner	2.347	1.620	Personnel worker
492.	Develop positive student attitudes toward learning	2.400	1.460	Personnel worker
493.	Encourage and support a learner	2.595	1.680	Personnel worker
494.	Work cooperatively with a learner's teacher and/or school	2.311	1.300	Personnel worker
495.	Identify learner needs and difficulties	2.375	1.560	Personnel worker
496.	Determine learner interests and plan instructional activities around them	2.157	1.408	Personnel worker
497.	Plan a lesson or series of lessons	2.132	1.580	Personnel worker
498.	Pace instruction at a speed appropriate to the learner	2.107	1.540	Personnel worker
499.	Set and monitor instructional objectives	1.802	1.540	Personnel worker
500.	Select instructional material and techniques appropriate to learner background and experience	2.041	1.580	Personnel worker

DATA SUMMARY

IDENTIFICATION OF JOB-RELEVANT SKILLS

	SKILLS	Column A Mean rating by women (n=122)	Column B Mean rating by employers (n=56)	Column C Most frequently named job(s)
501.	Demonstrate knowledge of learning theories and their application......	1.851	1.300	Personnel worker, teacher
502.	Demonstrate knowledge of teaching methods and materials...............	1.959	1.480	Personnel worker, teacher
503.	Develop and maintain a library of materials for use in training or tutoring..	1.752	1.275	Personnel worker
504.	Demonstrate knowledge of the subject(s) for which tutoring is needed..	1.667	1.080	Personnel worker
505.	Evaluate learner progress..	1.950	1.300	Personnel worker, teacher
506.	Use questioning techniques appropriate to instructional objectives....	2.008	1.353	Personnel worker
507.	Demonstrate a knowledge of human growth and development...............	2.331	1.314	Personnel worker
508.	Select activities which will help individuals learn desired skills and attitudes..	2.212	1.440	Personnel worker
509.	Plan a group program...	2.066	1.608	Personnel worker
510.	Administer or direct a youth program.................................	1.556	1.224	Personnel worker
511.	Work with school age children..	2.388	1.245	Teacher
512.	Work with preschool age children.....................................	2.314	1.080	Child mentor
513.	Teach games, crafts, songs, dances, interpersonal skills, socialization, and democratic process..	2.388	1.140	Child mentor
514.	Develop and use techniques which arouse curiosity and provide discussion...	2.375	1.480	Personnel worker
515.	Use audiovisual materials in conjunction with lectures................	1.800	1.571	Personnel worker
516.	Plan and prepare a museum lecture-tour for children and/or adults.....	0.893	1.000	Personnel worker
517.	Plan a museum lecture-tour to meet specified educational objectives...	0.782	1.143	Teacher
518.	Develop written materials for use in lectures.........................	1.767	1.442	Personnel worker
519.	Know the criteria on which to judge lecturers.........................	1.533	1.080	Personnel worker
520.	"Read the nature" of a group during the first ten minutes of a lecture and modify the remainder of the presentation as appropriate...........	1.669	1.216	Personnel worker
521.	Modify the information given in a lecture to suit audiences of various ages...	1.777	1.275	Personnel worker
522.	Deliver a lecture without notes but following a suggested outline.....	1.850	1.431	Personnel worker
523.	Assist with programs and workshops for volunteers.....................	1.826	1.060	Manager
524.	Organize or take part in "living history" portrayals..................	0.488	0.600	Personnel worker

Table 2

Project HAVE Skills

Summary of Background Information from Respondents to Women's Questionnaire

(n = 122)

Where do they live?

34% City	35% Suburb	17% Small town	12% Rural area
56% Northeast	12% Northcentral	16% South	16% West

Race/Ethnic origin:

8% Black/Afro American
2% American Indian/Native American
87% White
2% Other

Highest level of education:

Less than 12th grade	6%
High school graduate	17%
Some college	19%
College graduate	25%
Post baccalaureate study	12%
Post baccalaureate degree	18%

Number of children:

1 - 14%
2 - 38%
3 - 21%
4 - 11%
5 - 5%

Have they ever:

a.	Done volunteer work?	Yes	92%
b.	Worked for pay?	Yes	93%

Median age: 30-34

40% over 35

Areas and Types of Volunteer Work Experience

	Number reporting
Health	
Administrative	9
Socialization	7
Indirect service	18
Direct service	15
Other	7
Education	
Administrative	20
Socialization	4
Indirect service	32
Direct service	41
Other	8
Justice	3
Citizenship	9
Recreation	
Administrative	24
Socialization	4
Indirect service	10
Direct service	39
Other	8
Social Welfare	
Administrative	12
Socialization	1
Indirect service	6
Direct service	42
Other	7
Civic, Community Action	
Administrative	16
Socialization	7
Indirect service	12
Direct service	8
Other	15

	Number reporting
Religious	
Administrative	17
Socialization	3
Indirect service	12
Direct service	28
Other	9
Political	
Administrative	13
Socialization	7
Indirect service	21
Direct service	6
Other	16

Summary of Frequently Reported Paid Work Experiences

	Number reporting
Counselor	11
Medical therapist, assistant	15
Academic administrator	12
Secondary school teacher	10
Elementary school teacher	14
Home Economist	27
Social worker	27
Secretary	25
Typist	10
Clerical work	17
Cashier	13
Shipping clerk	17
Manager	22
Baby sitter	16
Waitress	24
Nurses aide	11

Table 3

Respondents to Employer Survey
(n = 56)

	No.	Percent
Nature of Business		
Agriculture, forestry, fishing, mining	1	1.8
Construction	0	0.0
Manufacturing	13	23.2
Transportation, Communication, Electrical, gas, or sanitary	8	14.3
Wholesale, retail trade	2	3.6
Finance, Insurance, Real Estate	1	1.8
Service	29	51.8
Miscellaneous, unclassifiable	2	3.6
Size of Business (number of employees)		
Fewer than 100	15	26.8
100-999	15	26.8
1,000-9,999	12	21.4
10,000-99,999	13	23.2
100,000 or more	1	1.8
Location		
Northeast	25	44.6
North Central	7	12.5
South	11	19.6
West	13	23.2
Respondent's Job Title		
Personnel Officer	24	42.9
Other administrative officer	22	39.3
Other	10	17.9

Table 4

Intercorrelations of Skill Groups as Rated by Homemakers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Animal Care	--	.20	.28	.31	.18	.27	.30	.42	.31	.31	.28	.26	.25	.35	.25	.45	.12	.38	.31
2. Clerical		--	.37	.20	.15	.19	.04	.03	.32	.12	.28	-.02	-.03	.20	.25	.15	.19	.28	.16
3. Communication			--	.53	.10	.51	.08	.22	.25	.14	.58	.06	.15	.26	.65	.13	.57	.48	.50
4. Community				--	.31	.69	.26	.53	.40	.35	.56	.39	.15	.54	.61	.28	.49	.45	.52
5. Consumer					--	.40	.57	.38	.47	.59	.17	.66	.47	.32	.27	.36	.22	.36	.43
6. Counseling						--	.35	.45	.41	.44	.38	.42	.17	.43	.66	.26	.52	.50	.65
7. Design							--	.35	.43	.59	.18	.52	.46	.32	.27	.36	.17	.35	.40
8. Emergency								--	.38	.58	.37	.59	.21	.48	.34	.40	.23	.30	.44
9. Financial									--	.39	.45	.37	.31	.68	.51	.43	.49	.58	.51
10. Food										--	.27	.69	.44	.30	.33	.35	.20	.39	.50
11. Fund raising											--	.28	.19	.49	.64	.28	.55	.49	.48
12. Health care												--	.36	.35	.37	.39	.23	.31	.51
13. Horticulture													--	.15	.11	.28	.16	.27	.21
14. Legal														--	.53	.38	.48	.55	.48
15. Management															--	.31	.80	.65	.71
16. Physical																--	.40	.40	.38
17. Problem solving																	--	.71	.58
18. Research																		--	.65
19. Teaching																			--

Significance levels: p. 05 = .195, p. 01 = .254
n = 122

Table 5

Intercorrelations of Skill Groups as Rated by Employers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Animal care	--	.06	.35	.65	.68	.52	.67	.48	.27	.52	.43	.54	.55	.61	.30	.49	.40	.47	.56
2. Clerical		--	.42	.29	.36	.45	.29	.40	.49	.16	.37	.32	.29	.36	.49	.42	.48	.51	.39
3. Communication			--	.62	.56	.66	.47	.50	.55	.20	.60	.40	.37	.44	.66	.40	.75	.61	.63
4. Community				--	.84	.83	.77	.67	.47	.63	.73	.77	.64	.68	.57	.65	.75	.69	.72
5. Consumer					--	.71	.80	.62	.52	.65	.76	.71	.62	.68	.53	.58	.67	.62	.63
6. Counseling						--	.69	.71	.53	.52	.68	.71	.59	.66	.70	.61	.83	.71	.77
7. Design							--	.74	.61	.67	.76	.86	.73	.82	.57	.75	.67	.72	.78
8. Emergency								--	.69	.54	.63	.78	.61	.79	.67	.65	.77	.75	.75
9. Financial									--	.33	.57	.53	.36	.71	.79	.68	.74	.72	.66
10. Food										--	.58	.77	.58	.54	.34	.58	.52	.56	.53
11. Fund raising											--	.75	.63	.65	.58	.65	.71	.70	.61
12. Health care												--	.79	.79	.61	.77	.71	.75	.75
13. Horticulture													--	.67	.43	.59	.56	.65	.55
14. Legal														--	.70	.74	.77	.74	.78
15. Management															--	.64	.85	.77	.71
16. Physical																--	.69	.84	.75
17. Problem solving																	--	.79	.82
18. Research																		--	.81
19. Teaching																			--

Significance levels: p. 05 = .273, p. 01 = .354
n = 56

Table 6

Results of Factor Analysis of Homemaking and Volunteer Work Skills

(Loadings of .35 or higher)

A. Animal Care

	Homemakers					Employers	
	I	II	III	IV	V	I	II
1.	.50	.35	.46	--	--	--	.89
2.	--	--	.83	--	--	.58	.44
3.	--	--	.84	--	--	.71	.50
4.	--	--	.84	--	--	.74	.56
5.	--	.68	.39	--	--	.84	--
6.	--	.79	--	--	--	.89	--
7.	.43	.69	--	.36	--	.81	.39
8.	.43	.68	--	--	--	.51	.76
9.	--	--	--	--	.75	.73	--
10.	.48	.51	--	.35	--	.38	.87
11.	.68	--	.47	--	--	.45	.81
12.	.58	.45	--	--	--	.41	.78
13.	.55	.48	--	--	--	.62	.46
14.	--	--	--	.62	--	.71	.57
15.	.69	--	--	--	--	.66	.59
16.	--	--	--	--	.86	.70	.57
17.	--	--	--	.74	--	.64	.63
18.	.66	--	.47	--	--	.66	.60
19.	.68	.48	--	--	--	.42	.68
20.	--	--	--	.67	.39	.52	.65

Table 6
(continued)

B. Clerical

	Homemakers		Employers		
	I	II	I	II	III
21.	.62	.58	--	.75	--
22.	.39	.70	.85	--	--
23.	--	.82	.85	--	--
24.	--	.74	.83	--	--
25.	.63	.41	--	.86	--
26.	.62	.53	.56	.60	--
27.	--	--	--	.76	--
28.	.62	.44	.46	.62	.39
29.	.70	.41	.56	.36	.56
30.	.78	--	--	--	.83

Table 6
(continued)

C. Communications

	Homemakers				Employers				
	I	II	III	IV	I	II	III	IV	V
31.	.50	.48	--	--	--	.72	--	--	--
32.	--	.47	.54	--	--	.83	--	--	--
33.	.35	.77	--	--	.50	.65	--	--	--
34.	.36	.51	.59	--	--	.72	--	--	--
35.	.71	.40	--	--	.74	.42	--	--	--
36.	.68	--	.44	--	.75	--	--	--	--
37.	.52	.36	.50	--	.71	.39	--	--	--
38.	.71	--	--	--	.51	.58	--	--	.40
39.	.70	--	--	--	.45	.63	.38	--	--
40.	.54	.53	--	--	.56	--	--	--	.59
41.	.66	.52	--	--	.76	--	--	--	--
42.	--	.67	--	--	--	.53	.54	--	--
43.	.54	--	.56	--	.44	.57	--	.39	--
44.	.44	--	.61	--	.36	.61	--	.52	--
45.	.37	--	.66	--	.38	.47	.53	--	--
46.	--	--	.79	--	--	--	.85	--	--
47.	--	.72	.41	--	--	--	.81	--	--
48.	.39	.56	.40	--	--	--	.71	.43	--
49.	.55	.53	--	--	.55	--	--	.38	.40
50.	.73	--	--	--	--	.35	--	--	.68
51.	.69	--	--	--	--	--	--	.64	.35
52.	--	.47	.50	.35	.52	--	.59	--	--

Table 6
(continued)

C. Communications (continued)

	Homemakers				Employers				
	I	II	III	IV	I	II	III	IV	V
53.	.51	.53	--	.36	.63	.40	--	--	.42
54.	--	.38	--	.66	.58	--	--	--	.45
55.	.42	--	--	.54	.84	--	--	--	--
56.	.54	--	--	.47	.85	--	--	--	--
57.	.56	--	--	.47	.81	--	--	--	--
58.	--	.43	--	.56	.68	--	--	.44	--
59.	--	--	--	.74	.73	--	--	.46	--
60.	--	.70	--	--	--	--	.54	.37	.42
61.	--	.60	--	.50	.53	.50	--	--	--
62.	--	--	--	.62	--	--	--	.74	--

Table 6
(continued)

D. Community Resources

	Homemakers				Employers		
	I	II	III	IV	I	II	III
63.	--	--	--	.73	--	--	.78
64.	.64	--	.53	--	--	.64	.58
65.	.73	--	--	--	.49	.69	--
66.	.78	--	.38	--	--	.85	--
67.	--	--	.68	--	--	.86	--
68.	.73	--	--	--	.50	.72	--
69.	--	.63	--	--	.77	.52	--
70.	--	--	.80	--	.46	.78	--
71.	.58	--	.59	--	.41	.71	.36
72.	.76	--	--	--	--	.73	.36
73.	.59	--	.37	.49	--	.68	.60
74.	.43	.43	.55	--	.41	.72	.41
75.	--	.48	.37	--	.77	--	--
76.	--	.64	.37	--	.74	--	--
77.	--	.68	.35	--	.81	.43	--
78.	--	.50	.46	.40	.64	.37	.52
79.	--	.62	.41	--	.84	--	--
80.	.53	.61	--	--	.82	--	--
81.	--	.82	--	--	.76	--	--
82.	.68	.47	--	--	.73	--	.44
83.	--	.62	--	.40	.79	--	--
84.	.40	.49	.39	--	.84	--	--
85.	--	--	--	.75	--	--	.82
86.	.41	--	--	.65	.76	--	--
87.	--	.35	--	.76	.77	.40	--

Table 6
(continued)

E. Consumer Economics

	Homemakers															Employers								
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	I	II	III	IV	V	VI	VII	VIII	IX
88.	--	--	--	--	--	--	--	--	--	--	--	.78	--	--	--	--	.43	.41	.49	--	--	--	--	--
89.	--	--	--	--	.74	--	--	--	--	--	--	--	--	--	--	.78	--	--	--	--	--	--	--	--
90.	--	--	--	--	.86	--	--	--	--	--	--	--	--	--	--	.78	--	--	--	--	--	--	--	--
91.	--	--	--	--	.65	--	--	--	--	--	--	--	--	--	--	.70	--	--	--	--	--	--	--	--
92.	--	--	.46	--	--	--	--	--	--	--	.54	--	--	.36	--	.80	--	--	--	--	--	--	--	--
93.	--	--	--	--	--	--	--	--	--	--	.74	--	--	--	--	.86	--	--	--	--	--	--	--	--
94.	--	--	--	--	.46	--	--	--	--	--	--	--	--	--	--	.91	--	--	--	--	--	--	--	--
95.	--	--	--	--	--	--	--	--	--	--	.50	--	--	--	--	.79	--	--	--	.35	--	--	--	--
96.	--	--	--	--	--	--	.46	--	--	--	.43	--	--	--	--	.84	--	--	--	--	--	--	--	--
97.	.85	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.36	--	--	--	.73	--	--	--	--
98.	.58	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.41	--	.49	.48	--
99.	.85	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.35	--	--	--	.73	--	--	--	--
100.	.82	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.81	--	--	--	--
101.	.75	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.43	--	.65	--	--	--	--
102.	--	--	--	.65	--	--	--	--	--	--	--	--	--	--	--	.35	.74	--	--	--	--	--	--	--
103.	--	--	--	.79	--	--	--	--	--	--	--	--	--	--	--	.39	.59	--	--	--	--	--	--	--
104.	--	--	--	.73	--	--	--	--	--	--	--	--	--	--	--	--	.69	--	--	--	--	.35	--	--
105.	.42	--	--	.66	--	--	--	--	--	--	--	--	--	--	--	--	.39	--	--	--	--	.64	--	--
106.	--	--	.56	--	--	--	--	.35	--	--	--	--	--	--	.46	--	--	--	--	--	--	.78	--	--
107.	--	--	.47	--	.44	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.80	--	--
108.	.39	--	--	--	--	--	--	.42	--	--	--	--	--	--	--	--	--	.43	--	--	--	.61	--	--
109.	--	--	--	--	--	--	.52	--	--	--	--	--	--	--	--	.48	--	--	.42	.36	.41	--	--	--

Table 6
(continued)

E. Consumer Economics (continued)

	Homemakers															Employers								
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	I	II	III	IV	V	VI	VII	VIII	IX
110.	--	--	--	--	--	--	.85	--	--	--	--	--	--	--	--	--	--	--	--	--	.87	--	--	--
111.	--	--	--	--	--	--	.80	--	--	--	--	--	--	--	--	--	--	--	--	--	.84	--	--	--
112.	--	.37	--	--	--	--	--	--	--	--	--	.47	--	--	.39	.37	--	--	--	.58	.39	--	--	--
113.	--	--	--	--	--	--	--	--	--	--	--	.65	--	--	--	.43	--	.47	--	.37	.41	--	--	--
114.	--	--	--	--	--	--	--	--	.71	--	--	--	--	--	--	.58	--	.42	--	--	--	--	--	.47
115.	--	--	--	--	--	--	--	.68	--	--	--	--	--	--	--	--	.45	.40	--	--	--	--	--	.36
116.	--	--	--	--	--	--	--	.76	--	--	--	--	--	--	--	--	--	--	--	--	.40	--	--	.49
117.	--	--	--	.44	.39	--	--	--	--	--	--	--	--	.35	--	.45	--	--	--	--	--	--	.59	--
118.	--	--	.40	--	--	--	--	--	.41	--	--	--	--	.44	--	--	--	.65	.40	--	--	--	--	--
119.	--	--	.53	--	--	--	--	.35	--	--	--	--	--	--	--	--	--	.69	.44	--	--	--	--	--
120.	--	--	--	--	--	--	--	--	.58	--	--	--	--	--	--	--	--	.45	.66	--	--	--	--	--
121.	--	--	--	--	--	--	--	--	--	--	--	--	.83	--	--	--	--	--	.60	--	--	--	--	--
122.	--	--	--	--	--	.59	--	--	--	--	--	.35	--	--	--	--	--	.43	.67	--	--	--	--	--
123.	--	--	--	--	--	--	--	--	.69	--	--	--	--	--	--	--	.44	--	.71	--	--	--	--	--
124.	--	--	--	--	--	.78	--	--	--	--	--	--	--	--	--	--	.64	--	.55	--	--	--	--	--
125.	--	--	--	--	--	.81	--	--	--	--	--	--	--	--	--	--	--	.42	.62	--	--	--	--	--
126.	--	.74	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.40	--	.49	.38	--	--	--	--
127.	--	--	--	--	--	--	--	--	--	--	--	--	--	.56	--	--	--	.48	.59	.35	--	--	--	--
128.	--	.82	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.52	.52	.37	--	--	--	--	--
129.	--	.55	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.72	.36	--	--	--	--	--	--
130.	--	.63	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.73	.35	--	--	--	--	--	--

Table 6
(continued)

E. Consumer Economics (continued)

	Homemakers															Employers								
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	I	II	III	IV	V	VI	VII	VIII	IX
131.	--	.69	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.77	--	--	--	--	--	--	--
132.	--	.76	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.78	.35	--	--	--	--	--	--
133.	--	.36	--	--	--	--	--	--	--	.65	--	--	--	--	--	--	--	.82	--	--	--	--	--	--
134.	--	--	--	--	--	--	--	--	--	.87	--	--	--	--	--	--	--	.82	--	--	--	--	--	--
135.	--	--	.39	--	--	--	--	--	--	.66	--	--	--	--	--	--	.46	.73	--	--	--	--	--	--
136.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	.54	--	.50	.51	--	--	--	--	--	--
137.	--	--	.82	--	--	--	--	--	--	--	--	--	--	--	--	--	.35	--	--	--	--	--	.70	--
138.	--	--	.72	--	--	--	--	--	--	--	--	--	--	--	--	.46	--	--	.46	.36	--	--	.54	--
139.	--	--	--	--	--	.61	--	--	--	--	--	--	--	--	--	--	--	--	.77	--	--	--	--	--

Table 6
(Continued)

F. Counseling and Interpersonal

	Homemakers							Employers					
	I	II	III	IV	V	VI	VII	I	II	III	IV	V	VI
140.	.38	--	.38	--	--	.44	--	--	--	--	.66	--	--
141.	.37	--	--	.62	--	--	--	.44	--	.51	--	--	.44
142.	--	--	--	--	--	.55	-.43	.75	--	--	--	--	.36
143.	--	.40	--	--	--	.53	--	.79	--	--	--	--	--
144.	--	--	--	--	--	.76	--	.81	--	--	--	--	--
145.	--	.80	--	--	--	--	--	.77	--	--	--	.37	--
146.	--	.67	--	--	--	--	--	.75	.42	--	--	--	--
147.	--	.66	--	--	--	--	--	.58	.56	--	--	--	--
148.	--	.72	--	--	--	--	--	.64	.61	--	--	--	--
149.	--	.66	.44	--	--	--	--	.67	--	--	.45	--	--
150.	--	.73	--	--	--	--	--	.69	--	--	.50	--	--
151.	--	.73	--	--	--	--	--	.69	--	--	--	--	--
152.	--	.61	.40	--	--	--	--	.77	--	--	--	--	--
153.	.69	--	--	--	--	--	--	--	.85	--	--	--	--
154.	.74	--	--	--	--	--	--	--	.86	--	--	--	--
155.	.72	--	--	.36	--	--	--	--	.79	.36	--	--	--
156.	.75	--	--	--	--	--	--	--	.76	.38	--	--	--
157.	.73	--	--	--	--	--	--	--	--	.39	--	.55	.35
158.	.79	--	--	--	--	--	--	--	.48	--	--	.73	--
159.	.54	--	--	.61	--	--	--	--	.60	--	--	.54	--
160.	.75	--	--	--	--	--	--	.41	--	--	--	.69	--
161.	.37	--	--	--	.39	--	--	.65	.37	--	--	--	--
162.	.60	--	--	.36	--	--	--	--	.64	.39	--	.37	--

Table 6
(continued)

F. Counseling and Interpersonal (continued)

	Homemakers							Employers					
	I	II	III	IV	V	VI	VII	I	II	III	IV	V	VI
163.	.38	--	--	.58	--	--	--	--	.68	--	--	--	--
164.	.49	--	--	.50	--	--	--	--	.71	--	--	.36	--
165.	.58	--	--	--	.41	--	--	--	--	.54	.62	--	--
166.	--	--	--	--	--	--	.79	--	.37	.71	--	--	--
167.	--	--	--	.71	--	--	--	--	.38	.59	--	--	--
168.	--	--	--	--	--	--	.56	--	.44	.72	--	--	--
169.	.41	--	.64	--	--	--	--	--	.68	--	--	--	.46
170.	--	--	.71	--	--	--	--	.37	.41	--	.64	--	--
171.	--	--	.73	--	--	--	--	.36	.44	--	.68	--	--
172.	--	--	.78	--	--	--	--	.64	--	--	--	--	--
173.	--	--	.69	--	--	--	--	--	.64	--	--	--	--
174.	--	--	.41	--	.59	--	--	--	.58	.55	--	--	--
175.	--	--	--	--	.76	--	--	.56	.52	--	--	--	--
176.	--	--	.48	--	.49	--	--	.44	.45	--	--	--	.45

Table 6
(continued)

G. Design

	Homemakers				Employers		
	I	II	III	IV	I	II	III
177.	.39	.62	--	--	--	--	.74
178.	.67	--	.35	--	.68	.40	.35
179.	.45	.48	--	--	.73	--	.40
180.	.74	--	.36	--	.85	--	--
181.	.79	--	--	--	.75	--	.41
182.	.83	--	--	--	.78	.36	.35
183.	.52	.45	--	--	.78	--	--
184.	.71	--	--	--	.85	--	--
185.	--	.80	--	--	.36	--	.74
186.	.55	.39	--	--	.51	.50	.54
187.	--	--	.86	--	.54	.74	--
188.	--	--	.87	--	--	.88	--
189.	--	--	--	.72	--	--	.84
190.	.41	--	.38	-.46	.71	.54	--
191.	--	.57	--	--	.67	.49	--
192.	--	.44	--	--	--	.60	.55

Table 6
(continued)

H. Emergency, Crisis

	Homemakers				Employers
	I	II	III	IV	Unifactorial
193.	--	.72	--	--	
194.	--	.87	--	--	
195.	--	.85	--	--	
196.	--	.69	--	.41	
197.	--	--	--	.82	
198.	.43	--	--	.62	
199.	--	--	.69	.57	
200.	--	--	.85	--	
201.	.41	.39	.44	--	
202.	.36	--	.71	--	
203.	.64	--	.38	--	
204.	.65	--	.45	--	
205.	.81	--	--	--	
206.	.75	--	--	.39	
207.	.68	--	--	.51	

Table 6
(continued)

I. Financial, Sales, and Marketing

	Homemakers								Employers				
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V
208.	--	--	.81	--	--	--	--	--	--	.84	--	--	--
209.	--	--	.85	--	--	--	--	--	--	.78	--	--	.35
210.	--	--	.85	--	--	--	--	--	--	.85	--	--	--
211.	--	--	.64	--	--	--	--	.35	--	.91	--	--	--
212.	--	--	.78	--	--	--	--	--	--	.86	--	--	--
213.	--	--	.38	--	.65	--	--	--	--	.89	--	--	--
214.	.46	--	--	--	.63	--	--	--	--	.72	.46	--	--
215.	--	--	.49	--	.54	--	--	--	--	.71	--	.38	--
216.	--	--	.38	.65	.36	--	--	--	--	.53	--	.58	--
217.	--	--	--	.75	--	--	--	--	--	.53	--	.70	--
218.	--	--	--	.70	--	--	--	--	--	.62	--	.55	--
219.	.71	--	--	--	--	--	--	--	.41	--	.67	--	--
220.	.88	--	--	--	--	--	--	--	--	--	.78	--	--
221.	.82	--	--	--	--	--	--	--	.47	--	.74	--	--
222.	.83	--	--	--	--	--	--	--	.42	--	.81	--	--
223.	.80	--	--	--	--	--	--	--	.50	--	.68	--	--
224.	.59	--	--	--	--	.51	--	--	--	--	.83	--	--
225.	.46	--	--	--	--	--	--	.45	.71	--	.41	--	--
226.	.47	.48	.37	--	--	--	--	--	.54	.35	--	--	--
227.	--	--	--	.45	--	--	--	--	.70	--	--	--	.36
228.	.35	.45	--	--	.36	--	--	--	.41	.38	--	.49	--
229.	--	.51	--	--	--	--	--	.48	.69	--	.50	--	--
230.	--	.55	--	--	--	--	--	--	.62	--	.36	--	--

Table 6
(continued)

I. Financial, Sales, and Marketing (continued)

	Homemakers								Employers				
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V
231.	--	.68	--	--	--	--	--	--	.65	.35	--	.42	--
232.	--	.71	--	--	--	--	--	--	.81	--	--	--	--
233.	--	.56	--	--	.48	--	--	--	.48	.43	--	.50	--
234.	--	.69	--	--	--	--	--	--	.71	--	.40	--	--
235.	--	.74	--	--	--	.37	--	--	.83	--	--	--	--
236.	--	.38	--	.60	--	.42	--	--	.48	--	--	.62	--
237.	--	--	--	.62	--	--	--	--	--	--	--	--	.68
238.	--	.73	--	--	--	--	--	--	.78	--	--	--	--
239.	--	--	--	--	--	--	.86	--	--	--	--	.50	.40
240.	--	--	--	--	--	--	.81	--	.70	--	--	--	--
241.	.49	--	--	--	--	--	--	.66	.72	--	.40	--	.36
242.	--	--	--	--	.46	--	--	.58	.46	--	.37	--	.59
243.	.40	--	--	--	--	--	--	.54	.47	--	--	--	.54
244.	--	--	--	--	--	.71	--	--	.77	--	--	.48	.45
245.	--	--	--	.35	--	.49	.52	--	.40	--	--	.48	.45
246.	--	--	--	--	--	.62	--	--	.78	--	--	--	--

Table 6
(continued)

J. Food Preparation, and Nutrition

	Homemakers					Employers		
	I	II	III	IV	V	I	II	III
247.	--	.63	--	--	.45	--	--	.83
248.	--	.81	--	--	--	--	--	.87
249.	--	.71	--	--	--	--	.71	.46
250.	--	.69	--	--	--	--	.61	.65
251.	--	.67	--	--	--	--	.55	.72
252.	--	.54	.54	--	--	--	.85	.37
253.	--	--	.55	--	--	.55	.67	--
254.	--	--	--	--	.57	.36	.58	.65
255.	.44	--	--	--	.44	.35	.70	.45
256.	--	--	--	--	.80	.70	--	.60
257.	--	--	--	--	--	.77	--	.45
258.	--	--	--	.76	--	.73	--	.60
259.	--	--	--	.64	--	.69	--	.65
260.	--	--	--	.63	--	.72	--	.47
261.	.36	--	--	--	.49	.69	--	.56
262.	.63	--	--	--	--	.78	.44	--
263.	.84	--	--	--	--	.61	.54	.38
264.	--	--	.82	--	--	.74	.56	--
265.	--	--	.81	--	--	.35	.82	--
266.	.80	--	--	--	--	.74	.52	--
267.	.52	--	.52	--	--	.75	.47	--
268.	.79	--	--	--	--	.81	.47	--

Table 6
(continued)

K. Fund Raising

	Homemakers		Employers
	I	II	Unifactorial
269.	.90	--	
270.	.80	.41	
271.	.88	--	
272.	.86	--	
273.	.71	.43	
274.	.46	.61	
275.	.81	--	
276.	.75	.40	
277.	.62	.55	
278.	.41	.72	
279.	.52	.67	
280.	--	.90	
281.	--	.85	

Table 6
(continued)

L. Health Care and Child Care

	Homemakers					Employers		
	I	II	III	IV	V	I	II	III
282.	--	--	--	--	.83	--	.65	.63
283.	--	.37	--	--	.63	.36	.63	.59
284.	--	--	--	--	.82	--	.57	.58
285.	.73	--	.48	--	--	.53	.65	.42
286.	.64	--	.54	--	--	.39	.50	.68
287.	.47	--	.71	--	--	.58	.62	.37
288.	.48	--	.74	--	--	.56	.48	.58
289.	.65	--	.43	--	--	--	.68	.62
290.	--	--	.76	--	--	.71	--	.53
291.	.42	--	.81	--	--	.67	.36	.49
292.	.41	--	.73	--	--	.66	.62	--
293.	.50	--	--	.44	--	.72	.48	--
294.	.77	--	--	--	--	.68	--	.46
295.	.85	--	--	--	--	.64	.61	--
296.	.88	--	--	--	--	.81	.37	.39
297.	.86	--	--	--	--	.84	--	.38
298.	.49	--	--	--	--	.35	.76	--
299.	.91	--	--	--	--	.86	.35	--
300.	.88	--	--	--	--	.77	.39	.38
301.	--	.83	--	--	--	.55	.78	--
302.	--	.50	--	--	--	.40	.80	--
303.	--	.88	--	--	--	.39	.75	--
304.	--	.86	--	--	--	.56	.50	.55

Table 6
(continued)

L. Health Care and Child Care (continued)

	Homemakers					Employers		
	I	II	III	IV	V	I	II	III
305.	--	.81	--	--	--	.41	.66	.43
306.	--	.89	--	--	--	.35	.69	.52
307.	--	.75	--	--	--	.55	--	.64
308.	--	.86	--	--	--	.50	.50	.61
309.	--	.84	--	--	--	.42	.37	.78
310.	--	.87	--	--	--	.60	--	.68
311.	--	--	--	.68	--	.39	--	.81
312.	--	--	--	.65	--	.61	.45	.55
313.	--	--	--	.77	--	.57	.40	.61
314.	.49	--	--	.52	--	.65	--	.59
315.	--	--	--	.77	--	.51	.60	.48

Table 6
(continued)

M. Horticulture

	Homemakers		Employers
	I	II	Unifactorial
316.	.80	.37	
317.	.79	--	
318.	.82	.38	
319.	.82	.37	
320.	.74	.47	
321.	.80	--	
322.	.80	--	
323.	.49	.66	
324.	.67	.46	
325.	.54	--	
326.	.37	--	
327.	.57	.60	
328.	.39	.66	
329.	.45	.68	
330.	--	.87	
331.	--	.80	
332.	.55	.59	

Table 6
(continued)

N. Legal

	Homemakers				Employers	
	I	II	III	IV	I	II
333.	--	--	.72	.35	--	.80
334.	--	.36	.66	--	.57	.70
335.	--	--	.47	.64	--	.83
336.	--	.64	--	.45	.82	--
337.	--	--	.72	--	.88	--
338.	--	.61	--	--	.45	.78
339.	--	.55	.53	--	.78	.41
340.	--	.70	--	--	.82	.45
341.	--	.44	--	.43	.43	.72
342.	.49	.53	--	--	.57	.56
343.	.83	--	--	--	.84	.44
344.	.90	--	--	--	.87	.38
345.	.91	--	--	--	.88	--
346.	.71	--	.35	--	.81	.51
347.	--	.55	--	.39	--	.73
348.	--	--	--	.82	.60	.55
349.	--	.47	--	.65	.64	.50
350.	.44	.63	--	--	.59	.70
351.	--	--	.60	--	.71	.40

Table 6
(continued)

O. Management and Administration

	Homemakers								Employers									
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IX	X
352.	.78	--	--	--	--	--	--	-.34	--	.54	--	--	--	--	--	--	--	--
353.	.76	--	--	--	--	--	--	--	--	.63	--	--	--	--	--	--	--	--
354.	.84	--	--	--	--	--	--	--	--	.70	.39	--	--	--	--	--	--	--
355.	.83	--	--	--	--	--	--	--	.57	.57	--	--	--	--	--	--	--	--
356.	.84	--	--	--	--	--	--	--	.52	.68	--	--	--	--	--	--	--	--
357.	.84	--	--	--	--	--	--	--	.39	.69	--	--	--	--	--	--	--	--
358.	.81	--	--	--	--	--	--	--	--	.39	--	--	--	--	--	--	--	.68
359.	.72	--	--	--	--	--	--	--	--	.57	.49	--	--	--	--	--	--	--
360.	.74	--	--	--	--	--	--	--	.42	.59	--	--	--	--	--	--	--	--
361.	.84	--	--	--	--	--	--	--	--	.62	--	.38	--	--	--	--	--	--
362.	.65	--	--	--	--	--	--	--	--	.66	--	--	--	--	--	--	--	--
363.	.37	--	--	.53	--	--	--	--	--	.42	--	.43	--	--	--	--	--	--
364.	.65	--	--	--	--	--	--	--	--	--	.57	--	.44	--	--	.39	--	--
365.	.73	--	--	--	--	--	--	--	.42	--	.51	.38	--	--	--	--	--	--
366.	.65	--	--	--	--	--	--	.40	.55	.35	.50	--	--	--	--	--	--	--
367.	.66	--	--	--	--	--	--	--	--	--	.73	--	--	--	--	.36	--	--
368.	.67	--	--	--	--	--	--	--	.42	--	.64	--	--	--	--	--	--	--
369.	.49	.42	--	--	.40	--	--	--	.49	--	.55	.38	--	--	--	--	--	--
370.	--	.64	--	--	--	--	--	--	.75	--	--	--	--	--	--	--	--	--
371.	--	.74	--	--	--	--	--	--	.76	--	--	--	--	--	--	--	--	--
372.	--	.70	--	--	--	--	--	--	.73	.37	--	--	--	--	--	--	--	--
373.	--	.69	--	--	--	--	--	--	.69	--	.42	--	--	--	--	--	--	--
374.	--	.65	--	.35	--	--	--	--	.66	.40	.36	--	--	--	--	--	--	--
375.	--	.75	--	--	--	--	--	--	.71	--	--	--	--	--	--	--	--	--

Table 6
(continued)

O. Management and Administration (continued)

	Homemakers								Employers									
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IX	X
376.	--	.66	--	--	--	.42	--	--	.48	.36	.40	--	--	--	--	--	--	--
377.	--	.74	--	--	--	--	--	--	.55	--	.48	.43	--	--	--	--	--	--
378.	--	.46	--	--	--	.61	--	--	.51	--	--	.59	--	--	--	--	--	--
379.	--	.75	--	--	--	--	--	--	.51	--	--	.55	--	--	--	--	--	--
380.	--	--	--	--	--	.66	--	--	.50	--	--	.48	--	--	--	--	--	--
381.	--	.61	--	.50	--	--	--	--	.45	--	--	.56	--	--	--	--	--	--
382.	--	.38	--	.58	--	--	--	--	--	--	--	.72	--	--	--	--	--	--
383.	.44	--	.45	--	--	--	.42	--	--	--	.75	--	--	--	--	--	--	--
384.	.54	--	.42	--	--	--	.46	--	.36	.35	.58	--	--	--	--	--	--	--
385.	.36	--	--	.40	--	--	.50	--	.38	.36	.54	--	--	--	--	--	--	--
386.	.43	--	.38	.35	.35	--	--	--	--	--	.37	--	--	.36	.41	--	.38	--
387.	--	--	--	.38	.46	--	--	--	--	--	--	--	.42	--	.59	--	--	--
388.	.37	--	.35	--	.39	.38	--	--	.36	--	--	--	--	--	.67	--	--	--
389.	.45	--	.35	--	.41	--	--	--	--	.39	.60	--	--	--	--	--	--	--
390.	--	--	--	--	.70	--	--	--	--	--	.36	--	.46	.36	--	--	.46	--
391.	--	--	--	--	.70	--	--	--	--	--	--	--	.41	--	.36	--	.56	--
392.	.38	--	.49	--	.40	--	--	--	--	--	--	--	--	--	.75	--	--	--
393.	--	--	--	.68	--	--	--	--	--	--	--	.38	--	--	--	--	.57	--
394.	--	--	--	.71	--	--	--	--	--	--	--	--	.78	--	--	--	--	--
395.	--	--	.61	.44	--	--	--	--	--	--	--	--	.87	--	--	--	--	--
396.	--	--	.39	.59	--	--	--	--	--	--	--	--	.83	--	--	--	--	--
397.	.41	--	.58	.41	--	--	--	--	.35	--	--	.54	--	--	.37	--	--	--
398.	--	.55	.47	--	--	--	--	--	.55	--	--	.39	--	--	--	.36	--	--
399.	.40	--	.63	--	--	--	--	--	.45	--	--	.68	--	--	--	--	--	--
400.	--	--	.40	.47	--	.37	--	--	--	--	--	.67	--	.40	--	--	--	--

80

Table 6
(continued)

O. Management and Administration (continued)

	Homemakers								Employers									
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IX	X
401.	--	.43	.39	--	.46	--	--	--	--	--	--	.43	--	.43	--	--	--	--
402.	--	.42	.58	--	--	--	--	--	--	--	--	.36	.40	.45	--	--	--	--
403.	--	.59	.43	--	--	--	--	--	--	--	--	.42	--	.46	--	--	.38	--
404.	.40	--	--	--	.65	--	--	--	--	--	--	.46	.56	--	--	--	--	--
405.	--	.49	--	--	--	.43	--	--	--	--	--	--	.35	.69	--	--	--	--
406.	--	.48	--	.45	--	.38	--	--	--	--	--	--	--	.73	--	--	--	--
407.	--	--	.40	--	.66	--	--	--	--	--	--	--	--	.72	--	--	--	--
408.	.35	--	.67	--	--	--	--	--	--	--	--	--	.52	.36	.35	.39	--	--
409.	--	--	.68	--	--	--	--	--	--	--	--	--	--	--	--	.82	--	--
410.	.48	--	.55	--	--	.37	--	--	--	--	--	--	--	.43	.48	.55	--	--
411.	--	.43	--	.50	--	--	--	--	--	--	--	.57	--	.56	--	--	--	--

Table 6
(continued)

P. Physical and Mechanical

	Homemakers				Employers	
	I	II	III	IV	I	II
412.	--	--	.75	--	--	.50
413.	.56	--	.44	--	.55	.63
414.	.68	--	--	--	.73	.38
415.	--	.83	--	--	--	.80
416.	--	.62	.35	--	--	.71
417.	.72	--	--	--	.72	.53
418.	.66	--	--	--	--	.89
419.	.73	--	.40	--	.79	.43
420.	.81	--	--	--	--	.89
421.	.75	--	--	--	.70	.51
422.	.74	--	--	--	.40	.84
423.	--	.77	--	--	.48	.82
424.	--	--	.71	--	.79	.40
425.	.56	.38	--	--	.68	.53
426.	.35	--	--	.59	.86	--
427.	--	--	--	.86	.86	--
428.	--	--	.47	.76	.86	--

Table 6
(continued)

Q. Problem Solving

	Homemakers		Employers	
	I	II	I	II
429.	--	.72	.67	--
430.	--	.85	.79	.40
431.	--	.85	.79	.38
432.	--	.89	.84	.36
433.	.36	.85	.88	--
434.	.37	.80	.84	--
435.	.56	.65	.81	.42
436.	.68	.51	.81	--
437.	.72	.42	.82	.42
438.	.69	.57	.84	.40
439.	.59	.65	.83	.38
440.	.85	--	.46	.73
441.	.82	--	--	.88
442.	.85	--	--	.88
443.	.62	.56	.53	.64
444.	.75	--	.49	.70
445.	.79	--	.49	.73
446.	.85	--	.48	.77
447.	.74	--	.55	.47

Table 6
(continued)

R. Research and Library

	Homemakers					Employers				
	I	II	III	IV	V	I	II	III	IV	V
448.	--	.40	.52	--	--	--	.65	--	--	-.39
449.	--	--	.64	--	--	.40	.53	--	.46	--
450.	.43	--	.73	--	--	.70	.36	--	--	--
451.	.56	--	.62	--	--	.40	--	--	.74	--
452.	.50	--	.57	--	--	.73	--	--	.41	--
453.	.50	--	.36	.54	--	--	.71	--	--	-.36
454.	.62	--	.45	--	--	.56	--	--	.64	--
455.	.88	--	--	--	--	.88	--	--	--	--
456.	.82	--	--	--	--	.91	--	--	--	--
457.	.92	--	--	--	--	.92	--	--	--	--
458.	.92	--	--	--	--	.93	--	--	--	--
459.	.92	--	--	--	--	.93	--	--	--	--
460.	.78	--	--	--	--	.77	--	--	--	--
461.	.67	--	.41	--	--	.66	--	--	.39	--
462.	--	--	--	--	.80	.40	--	.80	--	--
463.	--	--	--	--	.79	--	--	.88	--	--
464.	--	.52	.36	--	--	.58	--	.38	.42	--
465.	--	--	--	--	.49	--	--	.86	--	--
466.	--	.78	--	--	--	--	.89	--	--	--
467.	--	.70	--	--	--	--	.59	.52	--	--
468.	--	--	.49	--	--	.46	--	.50	--	.41
469.	.51	.37	.41	--	--	.65	--	--	.56	--
470.	--	.76	--	.36	--	--	.93	--	--	--

Table 6
(continued)

R. Research and Library (continued)

	Homemakers					Employers				
	I	II	III	IV	V	I	II	III	IV	V
471.	--	.83	--	--	--	--	.92	--	--	--
472.	--	.41	--	--	.44	--	.45	--	--	.56
473.	--	.62	--	.39	.38	--	.93	--	--	--
474.	--	--	--	.76	--	--	.96	--	--	--
475.	--	--	--	.71	--	--	.93	--	--	--
476.	--	--	--	.77	--	--	.85	--	--	--
477.	.35	--	--	.50	--	--	.65	--	--	--
478.	.64	--	.47	--	--	.66	--	--	.62	--
479.	.55	--	.51	--	--	.60	--	--	.58	--

Table 6
(continued)

S. Teaching, Training, and Tutoring

	Homemakers						Employers					
	I	II	III	IV	V	VI	I	II	III	IV	V	VI
480.	.64	.45	--	--	--	--	.51	--	.38	--	--	.57
481.	.67	.37	--	--	--	--	.46	--	--	--	--	.72
482.	.75	--	--	--	--	--	.75	--	--	--	--	--
483.	.78	--	--	--	--	--	.84	--	--	--	--	--
484.	.81	--	--	--	--	--	.84	--	--	--	--	--
485.	.79	--	--	--	--	--	.86	--	--	--	--	--
486.	.76	--	--	--	--	--	.75	--	--	.38	--	--
487.	.76	--	--	--	--	--	.61	--	--	--	--	.52
488.	.75	--	--	--	--	--	.81	--	--	--	---	--
489.	.73	--	--	--	--	--	.84	--	--	--	--	--
490.	.78	--	--	--	--	--	.70	--	.35	--	.40	--
491.	.37	--	--	.59	--	--	.37	--	--	--	.35	.61
492.	--	--	--	.69	--	--	.51	.47	--	.52	--	--
493.	--	--	--	.79	--	--	--	--	--	.64	--	.40
494.	--	--	--	.81	--	--	.46	.45	--	--	.48	--
495.	--	--	--	.76	--	--	--	.36	--	.63	--	--
496.	--	.47	--	.63	--	--	.47	.36	--	--	.66	--
497.	--	.48	.42	.51	--	--	.52	.37	--	.66	--	--
498.	--	.55	.38	.50	--	--	.47	.40	--	.63	--	--
499.	.38	.66	--	--	--	--	.49	--	--	.58	.45	--
500.	--	.59	.42	.42	--	--	.59	--	--	.46	.39	--
501.	--	.79	--	--	--	--	.46	--	--	.56	.40	--
502.	--	.79	--	--	--	--	--	--	.48	.54	--	--

Table 6
(continued)

S. Teaching, Training, and Tutoring (continued)

	Homemakers						Employers					
	I	II	III	IV	V	VI	I	II	III	IV	V	VI
503.	.41	.74	--	--	--	--	.45	.41	.44	--	--	--
504.	--	.62	--	--	--	--	--	.39	.47	--	.47	--
505.	--	.76	--	--	--	--	.46	--	--	.36	.63	--
506.	--	.72	--	--	--	--	.51	--	--	--	.64	--
507.	--	.66	--	--	--	--	.48	.36	.37	--	.56	--
508.	--	.61	--	--	--	--	.38	--	--	--	.65	--
509.	.37	--	.61	--	--	--	--	.36	.55	.38	--	--
510.	--	--	--	--	.39	--	--	.81	--	--	--	--
511.	--	--	--	.57	--	.55	--	.78	--	.38	--	--
512.	--	--	--	--	--	.84	--	.88	--	--	--	--
513.	--	--	--	--	--	.70	--	.85	--	--	--	--
514.	--	.51	--	--	--	.57	--	--	.58	.35	--	.35
515.	--	.36	.63	--	--	--	.51	--	.47	.37	--	--
516.	--	--	--	--	.84	--	.36	.77	--	--	--	--
517.	--	--	--	--	.84	--	--	.68	.54	--	--	--
518.	--	--	.76	--	--	--	.38	--	.67	--	--	--
519.	--	--	.53	--	--	--	--	--	.76	--	--	--
520.	--	--	.71	--	--	--	.38	--	.75	--	--	--
521.	--	--	.71	--	--	--	.36	--	.68	--	--	--
522.	--	--	.82	--	--	--	.45	--	.63	--	--	--
523.	--	--	.50	--	--	--	--	.61	.58	--	--	--
524.	--	--	--	--	.68	--	--	.61	.41	--	--	--

APPENDIX A

1. Project HAVE Skills brochure
2. Sample letter to respondents

Project HAVE Skills
T-124
Educational Testing Service
Princeton, NJ 08541

FIRST CLASS MAIL

Project HAVE Skills
T-124
Educational Testing Service
Princeton, NJ 08541

8780101 • RR108P1 • Printed in U.S.A.

PROJECT
HOMEMAKING
AND
VOLUNTEER
EXPERIENCE
SKILLS

Project HAVE Skills is a program to help women, counselors, and employers identify and evaluate the job-relevant skills which women have acquired from homemaking and volunteer experiences.

Supported by a grant from the Women's Educational Equity Act, U.S. Office of Education, to Educational Testing Service, Princeton, New Jersey.

Are you an employer looking for experienced workers for your business or industry?

Are you a career or employment counselor whose work involves linking people and jobs?

Are you a woman who wants to reenter the job market?

Project HAVE Skills would like to help you.

What is Project HAVE Skills?

Project HAVE Skills is an effort devoted to identifying job-related skills that women acquire through homemaking and volunteer experiences, and to developing materials to help employers, job counselors, and women themselves recognize the value of those skills in the job marketplace.

Who will benefit from the work of Project HAVE Skills?

- Women who are seeking entry or reentry into the world of gainful employment. The use of one of the workbooks will enable them to identify their own skills and define jobs appropriate to the skills they possess.
- Job counselors who are helping to counsel reentry women and to create matches of women and employers will have a workbook on which to base such efforts.
- Employers who seek to hire individuals should be aided by a workbook that identifies appropriate job-skill matches and provides a guide to personnel selection.

How will the project achieve its goals?

During 1978-1980 the project will develop, validate, and field test three kinds of materials:

- Lists of the skills which women acquire from their homemaking and volunteer work experiences.
- Lists of jobs which use these skills and a matrix to help match jobs and skills.
- Workbooks and other materials to help women, counselors, and employers use this job-skills matrix.

Is there anything I can do to help this project?

Yes. Panels of employers, counselors, and homemakers/volunteers will evaluate these materials. If you are an employer who sees the potential of reentry women, or a job counselor who advises reentry women, or a woman who is or contemplates seeking employment after a period of homemaking and/or volunteer activity, you may want to participate on one of the panels that will help to review the lists and material.

FOR MORE INFORMATION, PLEASE COMPLETE AND RETURN THE FORM ATTACHED TO THIS BROCHURE.

I would like information about how I can take part in:

☐ The evaluation of the lists of homemaking and volunteer experience skills.

☐ The evaluation and tryout of the jobs-skills matrix.

☐ The tryout of the workbooks for: ☐ women, ☐ counselors, ☐ employers.

I am: ☐ a homemaker/volunteer worker.

☐ a career/employment counselor.

☐ an employer (nature of business: ________________).

☐ other (specify: ________________).

NAME: ________________

ADDRESS: ________________
(School, Organization, Business, etc.)

____

____

TELEPHONE: Area Code (____) ________________

EDUCATIONAL TESTING SERVICE ETS PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
•
DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

Dear Project HAVE Skills Respondent:

Thank you for your interest. We are now working on the competency lists and will be validating them this spring.

If you indicated that you are interested in reviewing the job-competency matrix, you may expect to receive materials from us late in the summer of 1979. If you indicated that you are interested in reviewing the workbooks, you may expect to receive those materials from us in the spring of 1980.

Sincerely yours,

Ruth B. Ekstrom

Ruth B. Ekstrom
Director, Project HAVE Skills

RBE:is

APPENDIX B

1. Sample letter of invitation to Project HAVE Skills Advisory Committee
2. Sample letter of acknowledgement to Project HAVE Skills Advisory Committee
3. List of members of Project HAVE Skills Advisory Committee

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

October 10, 1978

Ms. Marilyn Wiener
Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02115

Dear Ms. ~~Wiener~~ Marilyn:

Educational Testing Service has received a two-year grant from the Women's Program Staff of the U.S. Office of Education for Project HAVE Skills (Homemaking And Volunteer Experience Skills). This project will further the recognition of the job-relevant skills that women acquire from their volunteer work and homemaking experiences. We would like to have you serve on the project advisory committee.

The purpose of the project is to develop, validate, and field test educational planning and experiential evaluation materials including: (1) lists of the job-relevant competencies that women learn from homemaking and volunteer work; (2) competency-job matrices that identify jobs using the competencies; and (3) workbooks to help adult women, counselors, and employers use the matrices.

The main functions of the committee will be: (1) to review drafts of the products being prepared by the project staff and to make recommendations about needed changes and revisions; and (2) to review the plans for validating and field testing project materials and to make recommendations about their implementation. We also hope that the advisory committee will help us in maintaining liaison with the various target groups involved in this project and that committee members may be able to assist us in identifying women's groups, counseling centers, volunteer organizations, and employers that might participate in the evaluation and field testing of the project materials.

Our plans are to have the advisory committee meet with us in Princeton at three points during the work of the project: (1) in February 1979 to review the competency lists and the plans for their validation; (2) in August 1979 to review the competency-job matrices and the plans for their validation; and (3) in November 1979 to review the outlines for the three workbooks and the plans for the field testing and evaluation. Each meeting will last about one-and-a-half or two days. We will provide you with an honorarium of $100 for each day's work plus per diem expenses (for hotel and meals) and travel costs. We will also ask you to review, at home during the spring of 1980, drafts of the text of each workbook and will provide an honorarium for each review. Please return the enclosed acknowledgement form by October 20 indicating whether or not you will be able to serve. We will need your Social Security number in order to pay you.

Please feel free to phone me or the other members of the project staff (Gita Wilder, associate project director; Frieda Hardy, project manager; Irene Smith, secretary) at (609) 921-9000 if you have any questions about the project or the work of the advisory committee. We look forward to working with you.

Sincerely yours,

Ruth

Ruth B. Ekstrom
Director, Project HAVE Skills

RBE:is
Enclosures: 1. Acknowledgement Form - Project HAVE Skills Advisory Committee
2. Return Envelope

ACKNOWLEDGEMENT FORM

Project HAVE Skills Advisory Committee

NAME: ______________________________

PREFERRED MAILING ADDRESS: ______________________________

____

____

____

____

TELEPHONE NUMBER: ______________________________

SOCIAL SECURITY NUMBER: ______________________________

______ I will be able to serve on Project HAVE Skills Advisory Committee.

______ I will not be able to serve on Project HAVE Skills Advisory Committee; however, I would like to nominate the following person as a possible candidate for the advisory committee:

NAME: ______________________________

MAILING ADDRESS: ______________________________

____

____

____

____

____

TELEPHONE NUMBER: ______________________________

We welcome your comments or suggestions:

Please return this form in the enclosed postage paid envelope by November 3, 1978.

Thank you!

EDUCATIONAL TESTING SERVICE ETS PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

October 31, 1978

Dr. Joseph Quaranta
Ohio State University
257 Arps Hall
1945 N. High Street
Columbus, Ohio 43210

Dear Dr. Quaranta:

Thank you for agreeing to serve as a member of the advisory committee for Project HAVE Skills. Your willingness to share your expertise will be a valuable asset to the project.

We look forward to meeting with all members of the committee and we have tentatively scheduled our first work session for February 1st and 2nd. Please hold those dates open. We will be in contact with you again soon and at that time we will provide you with more specific details and an agenda of the meeting.

Sincerely yours,

Ruth B. Ekstrom

Ruth B. Ekstrom
Director, Project HAVE Skills

FMH:is

Project HAVE Skills Advisory Committee
(October 1, 1978 - September 30, 1980)

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*Effective August 1979, Herta Loeser is replacing Tish Sommers.

APPENDIX C

Final Draft Set

"I Can" Competency Lists
(33 Lists)

COMPETENCY LISTS

HOMEMAKER LISTS:

1. ANIMAL CARE SPECIALIST
2. CHEF/COOK
3. CHILD CARETAKER
4. CLOTHING AND TEXTILE SPECIALIST
5. HOME DESIGNER
6. HOME HORTICULTURIST
7. HOME MAINTENANCE TECHNICIAN
8. HOME NUTRITIONIST
9. MANAGER OF HOME FINANCES
10. PROVIDER OF HOME HEALTH CARE

VOLUNTEER LISTS:

11. ADMINISTRATOR/MANAGER
12. ADVOCATE/CHANGE AGENT
13. BENEFIT SALES WORKER
14. COMMUNITY RESOURCES SPECIALIST
15. CONSUMER RIGHTS SPECIALIST
16. COUNSELOR
17. EMERGENCY MEDICAL TECHNICIAN
18. FINANCIAL MANAGER
19. FUND RAISER
20. GROUP LEADER FOR A SERVING ORGANIZATION
21. HEALTH/MENTAL HEALTH CARE INSTITUTION VOLUNTEER
22. LEGAL RIGHTS SPECIALIST
23. LIBRARY ASSISTANT
24. MUSEUM STAFF ASSISTANT (DOCENT)
25. PERSONNEL MANAGER
26. PROBATION INVESTIGATOR
27. PROBLEM SURVEYOR
28. PUBLIC RELATIONS/COMMUNICATOR
29. RECREATION WORKER
30. RESEARCHER
31. TRAINER
32. TUTOR/TEACHER'S AIDE
33. YOUTH GROUP LEADER

ANIMAL CARE SPECIALIST

An animal care specialist is knowledgeable about the needs of one or more types of animals and can provide for their breeding, raising, training, and health care.

As an animal care specialist, I can:

- Breed and raise pets.
    - Dogs.
    - Cats.
    - Horses.
    - Birds.
    - Fish.
    - Gerbils, hamsters. etc.
- Housebreak a pet.
- Groom a pet.
- Provide appropriate food, housing and sanitation for a pet and explain the reasons for my choices.
- Explain the basic principles in breeding pets (cross breeding, inbreeding, etc.).
- Train a pet.
    - Obedience training.
    - Training for pet shows.
    - Tricks.
- Show a pet in a competition.
- Judge a pet show.
- Break and train a horse for riding.
- Describe common pet health problems and how they can be prevented.

- Care for an ill pet and describe the reasons for my actions.
- Provide emergency first aid for an injured pet.
- Assist a veterinarian in medical procedures for pets.
- Describe the laws, regulations, and procedures involved in raising and selling pets.
  - Pet control.
  - Pet licensing.
  - Pet registration.
- Explain the dietary considerations necessary in maintaining a wildlife feeding station.
- Identify locally common wildlife.
  - Birds.
  - Fish.
  - Mammals.
  - Reptiles.
  - Insects.
- Serve as a guide or resource person at a nature center (see Museum Aide).
- Provide health care and maintenance for injured wildlife.
- Breed and raise farm animals.
  - Chickens, turkeys or other fowl.
  - Cows.
  - Goats.
  - Horses.
  - Sheep.
- Explain the basic principles in breeding farm animals.
- Provide appropriate food, housing, and sanitation for farm animals and describe the reasons for my choices.

- Describe how farm animals are judged and shown.
- Explain what is involved in raising hens to obtain eggs.
- Explain what is involved in raising cows or goats to obtain milk.
- Explain what is involved in raising sheep to obtain wool.
- Explain what is involved in raising farm animals to obtain meat.
- Describe the common health problems of farm animals and how they can be prevented.
- Care for an ill farm animal and describe the reasons for my actions.
- Assist a veterinarian in medical procedures for farm animals.
- Provide emergency first aid for injured farm animals.

CHEF/COOK

A chef/cook prepares food for others, taking into account costs, nutrition, and preferences.

As a chef/cook, I can:

- Serve attractive and palatable meals, taking into account:
  - Color, texture and appearance.
  - Nutritional needs.
  - Budget considerations.
  - Common food likes and dislikes.
- Prepare appetizing portable meals.
  - For invalids and shut-in.
  - For picnics and outdoor meals.
- Package portable meals so as to prevent spoilage and maintain an attractive appearance.
- Adapt recipies to serve large or smaller numbers of people.
- Cook food in large quantities to serve to groups of:
  - Preschool children.
  - School age children.
  - Adults.
  - Ill or hospitalized individuals.
  - Elderly.
- Prepare meals or adapt recipies to meet allergy problems or special diet needs.
- Prepare food specialties for a regional, ethnic or cultural group.
- Identify the nutritional values in the meals I prepare (see Nutritionist).
- Evaluate the cost and nutritional values of alternative methods of preparing the same foods (see Nutritionist, and Consumer Rights Specialist).

- Utilize regional and seasonal foods.
- Plan meals taking into consideration:
  - Nutrition.
  - Appearance, color and texture.
  - Costs.
  - Preparation time.
  - Special diets.
  - Availability.
  - Leftovers.
- Determine the nutritional needs of those for whom I prepare meals (see Nutritionist).
- Store food to preserve nutritional qualities and prevent spoilage.
- Describe common food spoilage problems and how they can be prevented.
- Read food labels to evaluate quality and weight of contents.
- Evaluate fresh fruit and vegetables for freshness.
- Evaluate meat, fish and poultry for quality and freshness.
- Determine the appropriate quantity of food to buy.
- Utilize recipies and cookbooks.
- Prepare food according to a variety of methods.
- Freeze or can food for later use.
- Select, use and care for kitchen appliances and utensils.
- Use kitchen equipment safely.
- Conserve energy in food preparation and storage.
- Plan and prepare nutritious snacks.
- Compare the cost and nutritional value of convenience food, "junk" food, and home prepared equivalents (see Nutritionist, and Consumer Rights Specialist).

- Serve food in an attractive manner.
- Utilize garnishes to make a meal more appealing.

CHILD CARETAKER

The child caretaker is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the child caretaker must assess the child's needs, identify the appropriate care and implement such care within the financial, spatial and temporal limitations of the particular setting within which the child resides.

As a child caretaker, I can:

- Identify the nutritional needs of the child (see Home Nutritionist), including:
  - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formula, vegetable milk formula).
  - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
  - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.
- Recognize and respond to a child's need for a loving and emotionally supportive environment.
- Identify and provide a safe stimulating environment for a child, including:
  - Providing safe bedding for an infant.
  - Providing stimulating play environment appropriate for a preschool child.
  - Teaching a growing child to develop safe play procedures; developing an appropriate balance between a child's need for exploratory activity and requirements of safety.
  - Teaching school age children how to identify safe play areas.
  - Purchasing or making materials to develop a child's intellectual and physical growth.

  - Teaching the child games and activities appropriate to her/his age and interests.
- Make effective use of medical services for the child, including:
  - Consulting doctors regarding preventative medicine, and immunizations, etc.
  - Obtaining emergency medical services when necessary.
  - Determining the extent of public medical facilities and deciding when it is appropriate to use them.
- Arrange and supervise social experiences for a child which will promote ethical and moral development.
- Identify and select appropriate educational environments, including:
  - Choosing appropriate child care and preschool facilities when needed.
  - Consulting with school staff regarding the child's educational development.
  - Consulting with school staff regarding the child's social/emotional, physical, and cognitive development.
  - Maintaining an ongoing involvement in the child's education.
- Identify and provide appropriate clothing for a child at different stages of development (see Clothing and Textile Specialist), including:
  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when traveling or moving to a different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).
- Evaluate books and movies and determine their suitability for a child.

- Identify resources in the community which can be used to augment school and preschool activities, including:
  - Playground facilities.
  - Art and craft workshops.
  - Libraries and museums.
  - Dance and music programs.
  - Sports programs.
  - Youth groups (religious, scouting, etc.).

  (See Community Resources Specialist.)
- Demonstrate skills which help make life interesting to a growing child (e.g., storytelling, singing, etc.).
- Identify resources in the community which may be utilized to improve the living conditions for the child, including:
  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, medicaid, food stamps).
  - Direct benefits to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefits to the child (such as: counseling services, Parents-without-Partners, etc.).

  (See Community Resources Specialist.)
- Recognize and treat childhood diseases, including:
  - Identifying such diseases and describing their symptoms.
  - Determining what immediate remedy is needed.
  - Describing books which are helpful resources in dealing with childhood diseases.

  - Describing emergency procedures for various conditions.
  - Consulting medical personnel when necessary.

  (See Provider of Home Health Care.)

- Describe and recognize the milestones in human development.
- Identify emotional disturbances or learning difficulties in a child which need professional treatment or added attention, and obtain appropriate consultative advice.
- Recognize the nonverbal cues and behaviors which indicate tensions or problems.
- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:
  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for his/her behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society and to assist the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express his/her emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discuss the basis for this approach.

- Describe ways to develop self-sufficiency in a child.
- Demonstrate my understanding of the special needs of a child with a physical or emotional handicap, of a gifted child, of a child in a single parent home, of a child of a highly transient family, etc., including:
  - Physical needs.
  - Emotional needs.
  - Educational needs.
- Identify the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs.
- Provide opportunities for a child to learn the value of money.
- Facilitate learning by:
  - Encouraging the development of communication and listening skills.
  - Encouraging the development of social skills.
  - Encouraging the development of special interests and talents.
  - Recognizing capabilities and potential.
- Acquaint my child with our family, ethnic, and cultural heritage.
- Help a child develop a positive self concept.
- Provide consistent and appropriate discipline.
- Provide sex education.
- Help the child function as a member of the family:
  - Involvement in decision making.
  - Recognition of the needs of others in the family.

- Maintain relationships with extended family.
- Encourage togetherness and mutual support.
- Teach a child to respect the rights of others.

CLOTHING AND TEXTILE SPECIALIST

A clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, bed and table linens, etc.).

As a clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:
    - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.).
    - Pliability and structure.
    - Differences in method of production.
    - Relative costs.
    - Terms used to describe these materials or their properties.
- Analyze the wearing apparel needs of people, taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.
- Select coordinated clothing items.
- Select complementary clothing styles and colors.
- Demonstrate skills used in producing clothing or home textile products by:
    - Using patterns, according to accepted standards, to make clothing or other home textile products.
    - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
    - Creating my own patterns from which to make clothing or other home textile products.

  - Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
  - Describing the process I use to create, design, and implement a textile related idea.
  - Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).
  - Showing how different fibers produce different effects.
  - Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.
- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:
  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.
- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).
- Discuss the history of textiles and describe how methods and materials have changed.
- Identify the technique, period, and origin of various textiles and/or clothing samples.
- Evaluate the quality of clothing, rugs, curtains, linens, and other textile items (see Consumer, and Home Designer).
- Select home textile items (curtains, linens, etc.), taking into consideration:

- Cost.
- Durability.
- Ease of maintenance.
- Color and style (see Home Designer).

HOME DESIGNER

A home designer plans the decor and other characteristics of a house or apartment and carries out or arranges for and oversees the implementation of these plans.

As a home designer, I can:

- Select living quarters which meet family tastes and needs, taking into account:
  - Location (access to schools, work, shopping, recreation, family and friends, freedom from hazards, noise, problems, etc.).
  - Cost (mortgage, rent, taxes, owner's fees, etc.).
  - Availability of services and utilities.
  - Design.
  - Structural quality.
  - Room arrangement and traffic flow.
  - Number and type of rooms.
- Develop a plan for interior design.
  - Analyze the physical elements to be considered in planning and decorating a room (dimensions, placement of windows, heating system, etc.).
  - Analyze the nonphysical elements to be considered in home design (use by children, aged, or handicapped; cleaning, and preservation of decor; flexibility, family values, etc.).
  - Analyze how resources currently available can best be used (existing furniture, carpeting, accessories, etc.).
  - Determine possible changes or additions and the cost and consequences of each.

  - Develop a multi-stage decorating plan if resources are not available to implement all desired changes.
- Apply principles of color, texture, and design in home decorating.
- Create original home designs.
- Describe and demonstrate how color, light, and space can be used to alter room appearance.
- Identify aesthetic guidelines for evaluating and planning home design (balance, proportion, etc.).
- Research products or materials with which I am unfamiliar.
- Research architectural and home furnishing styles of historical or regional interest.
- Prepare scale drawings of a room or house for use in decorating or in historical restoration.
- Identify resources which can aid me in restoring an older home or in assessing the value of a new one.
- Determine furniture needs.
- Restore, refinish and recycle furniture (see Home Maintenance Technician).
- Arrange furniture in an attractive and functional manner.
- Select upholstery or slip covers for furniture taking into consideration:
  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.
- Upholster furniture.
- Make slip covers.
- Evaluate quality when selecting household goods and furniture (see Consumer Rights Specialist).
- Determine floor treatments and floor covering needs.

- Finish and refinish wooden floors (see Home Maintenance Technician).
- Select rugs, carpets and other floor coverings taking into consideration:
    - Cost.
    - Existing condition of the floor.
    - Durability.
    - Ease of maintenance.
    - Color, texture, and style.
    - Noise levels and need for noise control.
    - Traffic flow in area.
- Install linoleum, vinyl tile, or similar floor coverings (see Home Maintenance Technician).
- Install wall-to-wall carpeting or carpet tiles (see Home Maintenance Technician).
- Determine wall treatments.
- Select paint, wallpaper, or other wall treatments taking into consideration:
    - Cost.
    - Existing condition of the walls.
    - Durability.
    - Ease of maintenance.
    - Color, texture, and style.
    - Noise levels and need for noise control.
- Paint a room (see Home Maintenance Technician).
- Wallpaper a room (see Home Maintenance Technician).
- Panel a room (see Home Maintenance Technician).

- Select ceiling treatment taking into consideration:
  - Cost.
  - Existing condition of the ceiling.
  - Ease of maintenance.
  - Color, texture and style.
  - Noise levels and need for noise control.
- Install ceiling tiles (see Home Maintenance Technician).
- Manage yard and garden care (see Home Horticulturist).
- Manage the redecoration of a room or home:
  - Determine which tasks I can do.
  - Select people to do the work.
  - Read and interpret contracts and warranties (see Legal Rights Specialist).
  - Explain my legal recourse if the work is improperly done, if furniture or goods are faulty, etc. (see Consumer Rights Specialist, and Legal Rights Specialist).
  - Determine the best means of financing the redecoration (see Consumer Rights Specialist, and Financial Manager).
- Identify and correct conditions in the home which are fire or safety hazards.
- Prevent home conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.).
- Select household goods and products that do not present hazards.

HOME HORTICULTURIST

A home horticulturist is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) of trees, fruits, vegetables, flowers, and ornamental plants.

As a home horticulturist, I can:

- Demonstrate my knowledge of the environmental influences which affect plant growth by:
  - describing the properties of various kinds of soil including:
    - how to test the soil.
    - how to change soil properties.
    - the kinds of plants which need or provide various soil properties.
    - how to improve soil drainage or prevent erosion.
    - how to get assistance with soil problems.
    - how to mix fertilizers appropriately.
    - how to prepare compost or alter the soil properties organically.
    - how to prepare soil prior to planting.
    - how to maintain soil after the growing season - if outdoors.
    - an explanation of any tools freqently used in soil work.
  - describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.
- Demonstrate my knowledge of the biological functioning of plants by:
  - naming all the parts of various kinds of plants and the function they serve for the plant.

  - describing the process by which a plant gets its nourishment.
  - describing the process of regeneration for various kinds of plants.
  - describing the classification system used in ordering plants into groups.
- Demonstrate my knowledge of planting and transplanting procedures by:
  - identifying the special care to be taken while transporting and transplanting a tree, shrub, or plant.
  - describing the qualities of a plant to be considered prior to purchasing or transplanting.
  - describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
  - selecting appropriately between the varieties of plants or seeds available to me.
  - demonstrating planting techniques.
  - selecting containers appropriate for various types of ornamental and/or indoor plants.
- Demonstrate my knowledge of hazards effecting plants and how to remedy them by:
  - describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plant I grow (bees and cross-pollination, lady bugs which eat aphids which eat leaves, etc.).
  - detecting and diagnosing plant damage effectively.
  - preventing damage to plants from insects and animals by using organic and/or inorganic methods.
  - using various methods of weed control.

  - describing the cost/effectiveness aspects of the various methods of insect and weed control described above.
  - describing the resources available to me to obtain assistance with these kinds of problems.
  - using and explaining any tools or materials used in pest or weed control.
- Demonstrate my knowledge of plant maintenance by:
  - arranging my resources to allow for optimum plant maintenance.
  - diagnosing a need for a change in maintenance procedures and proceeding to test my diagnosis.
  - providing the care that various different plants need for optimum growth.
  - harvesting effectively.
- Demonstrate my knowledge of a particular method, or part of a method, of growing or caring for plants (organic gardening, creating hybrids, etc.).
- Demonstrate my in-depth knowledge of a particular kind of plant and its care.
- Demonstrate my knowledge of harvesting vegetables, fruits, and flowers.
- Demonstrate my knowledge of the proper care for plant products (flowers once they have been cut; vegetables once they have been harvested).
- Demonstrate knowledge and techniques of plant pruning:
  - facilitating growth and/or flowering.
  - seasonally.
  - after transplanting.
  - for ornamental effects.

- Demonstrate my knowledge and skills as a landscape architect, including:
    - evaluating and planning growing space based on needs and use.
    - selecting trees, plants, paving, etc., appropriate to the site and use.
    - changing outdoor areas in accordance with changing capabilities for care and maintenance.
    - changing outdoor areas in accordance with changing use.
    - evaluating plants, trees, shrubs, etc., before purchase, for their suitability to climate, location, growing conditions, etc.
    - determining the cost of implementing and maintaining a given landscape plan.

HOME MAINTENANCE TECHNICIAN

A home maintenance technician cares for a home and for the equipment in it.

As a home maintenance technician, I can:

- Manage the overall maintenance of my home, including:
  - Assessing what needs to be done.
  - Determining the costs and time involved, including the consequences of postponing the work.
  - Prioritizing tasks and determining the best sequence when several tasks must be undertaken.
  - Determining which tasks I can do.
  - Selecting people to make other repairs on the basis of:
    - Information from others, reputation of workers.
    - Cost and time estimates.
    - Inspection of other work which the repairer has done.
  - Inspecting home maintenance work and determining if it has/is done properly.
  - Knowing how to take legal recourse if repairs are improper or poorly done.
  - Knowing how to take legal recourse if the owner of a building in which I am a tenant fails to keep it adequately maintained.
- Demonstrate my knowledge and skills in carpentry and construction, including:
  - Designing projects to build:
    - Toys.
    - Furniture.
    - Built-ins and/or cabinets.
    - Rooms and/or other house additions.
  - Executing projects to build:
    - Toys.
    - Furniture.
    - Built-ins and/or cabinets.
    - Rooms and/or other house additions.

- Planning house remodeling.
- Executing house remodeling.
- Drawing up construct blueprints and layouts.
- Interpret construct blueprints and layouts.
- Select appropriate materials for construct or remodeling.
- Panel a wall.
- Install ceiling tiles.
- Install a fireplace.
- Replace/rehang a door.
- Select and install woodwork, wood trim, and wood mouldings to create architectural effect.
- Apply caulking and/or weather stripping.
- Select appropriate insulation and/or energy concerning materials for use in construction or remodeling.
- Install insulation.
- Identify different kinds and qualities of woods.
- Know what types and quality of wood is best for various construction uses.
- Demonstrate proper care and use of carpentry tools.
- Select the appropriate carpentry and construction tools for a job.
- Install kitchen cabinets and/or countertops.
- Being alert to the accident hazards around construction and taking accident prevention measures.

- Demonstrate my knowledge and skills in masonry work, including:
  - Installing tiles in a bathroom, on a kitchen counter, or for flooring.
  - Making a cement walk, terrace or driveway.
  - Making or repairing a flagstone, cement block, or brick walk, floor, or terrace.
  - Making or repairing a stone, cement block or brick wall or fence.

- Reputty around loose panes of glass.
- Replace broken panes of glass.
- Repair or replace flooring, including:
  - Installing carpet tiles or vinyl/asphalt floor tiles.
  - Installing sheet vinyl, asphalt or linoleum flooring.
  - Installing wall to wall carpeting.
  - Installing parquet or hardwood floors.
  - Refinishing hardwood floors.
  - Installing ceramic tile, quarry tile, flagstone or brick floors.
- Make mechanical repairs on household items.
- Make or repair fences, and other outdoor features, including:
  - Select most appropriate materials for fences and outdoor features.
  - Sealing or resurfacing an asphalt (blacktop) driveway or walk.
  - Design and/or draw plans for fences, walkways, and other outdoor features.
  - Making an asphalt (blacktop) walkway.
  - Use railway ties, cement blocks, bricks, etc., to edge walks, create steps, or make raised flower beds.
  - Make or repair wire fencing.
  - Make or repair wooden fencing.
- Demonstrate my knowledge and skill in making electrical repairs, including:
  - Preventing problems in the electrical system and appliances.
  - Diagnosing electrical problems.
  - Correcting problems in the electric system and appliances by:
    - Replacing batteries, light bulbs, and fuses correctly.
    - Replacing TV tubes.
    - Installing a TV or hi-fi antenna.
    - Installing TV or hi-fi signal splitter.

    - Rewiring lamps, plugs, and/or small appliances.
    - Rewiring, installing, or replacing electric switches, outlets, fixtures, or wiring.
  - Making proper use of electric repair equipment and diagnostic instruments.
  - Observing safety procedures when working with electricity.
  - Building radio, intercom, stereo, or TV from a kit.
  - Assemble and install an electronic burglar alarm from a kit.
  - Knowing what to do when an emergency problem occurs with the electric system or an electric appliance.
- Cope with problem insects and pests, including:
  - Preventing household pest and insect problems.
  - Diagnosing evidence of pest and insect problems.
  - Selecting the best pest or insect control technique for a given problem.
  - Using pesticides and/or insecticides safely and correctly.
  - Exterminating when necessary:
    - Rodents (mice, rats, etc.).
    - Insects (ants, roaches, termites, etc.).
- Demonstrate my knowledge and skill in making plumbing repairs, including:
  - Preventing problems in the plumbing system.
  - Diagnosing problems in the plumbing system.
  - Correcting plumbing problems by:
    - Replacing washers, gaskets, etc.
    - Using a "plumber's friend" or other techniques to clear blocked plumbing.
    - Adusting or replacing toilet flush mechanism.
    - Remove items from drain traps.
    - Replace faucets, shower heads, etc.
    - Repair/replace leaky pipes.

- Using shut off valves to prevent plumbing emergencies.
- Making proper use of plumbing tools.
- Observing safe procedures when working with plumbing.

- Demonstrate my knowledge and skill in papering, painting, and plastering including:

- Selecting the most appropriate wall covering for a given use, location or problem.
- Selecting the correct paint for a given use, location or problem.
- Selecting equipment best suited for applying different types of paints and/or for different surfaces.
- Applying paint using:
    - Brush.
    - Roller.
    - Spray.
- Maintaining painting equipment.
- Using spackle or other materials to repair or patch walls or ceilings.
- Constructing a wall or ceiling using drywall (plasterboard).
- Constructing a wall or ceiling using plaster or stucco.

HOME NUTRITIONIST

A home nutritionist is concerned with the responsible need assessment, planning, management and delivery of the nutritional aspects of the home.

As a home nutritionist, I can:

- Demonstrate knowledge and understanding of the basic elements of nutrition by:
  - assessing the nutritional needs of the people and/or animals for whom I am responsible nutritionally.
  - describing the variations of nutritional needs relative to age, exercise, present condition (overweight, average, underweight), metabolism, etc.
  - describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
  - describing symptoms of various nutritional deficiencies or excesses and their remedies (such as poor night vision from lack of vitamin A).
  - describing the ramifications of the restricted diets of which I am familiar.
  - describing the basic nutrients (fats, carbohydrates, proteins, vitamins, and minerals) and how they are digested and used by the body.
- Demonstrate skills related to nutritional planning and cost effectiveness by:
  - using effectively the resources available to me, or potentially available to me, i.e., available time (mine and others'), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.), information, and money and how they influence my ability to be effective.
  - dealing with a sudden change in resources.

- obtaining help from social service agencies if my resources are limited, or suddenly reduced, or changed by emergency.
- buying in bulk or in smaller quantities, depending upon the appropriateness of each to the situation.
- obtaining food from various sources (growing ones own, co-ops, farmers markets, specialty stores, large chain grocery stores).
- selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).
- describing positive and negative effects of special diets with which I am familiar.

- Demonstrate my knowledge of different nutritional needs by:
  - describing how nutritional needs vary relative to age.
  - describing nutritional needs during pregnancy and nursing.
  - describing how nutritional needs vary relative to body weight, exercise, and environment.

- Demonstrate skills associated with food preparation and storage by:
  - describing the methods I have used to store various kinds of foods (canning, freezing, etc.).
  - describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - describing the safety precautions and methods of dealing with emergencies which may occur during food preparation.
  - describing methods of determining the meaning and corrective procedures for various cooking conditions or problems.
  - properly using various food preparation, appliances, utensils, etc.
  - describing the meaning of terms used in cookbooks.

  - describing the characteristics of measurement and converting quantities from one measurement system to another.
  - describing special food preparation techniques for serving large numbers of people or for unusual nutritional needs such as ethnic, gourmet, fat free or food allergy diets.
  - describing differences in food selection and preparation in various cultures.
- Demonstrate skills in meeting nutritional needs outside the home by:
  - describing the advantages and disadvantages of food sources which might be considered while traveling.
  - describing sources of food, other than restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).
- Demonstrate knowledge of food poisoning by discussing its causes.
- Demonstrate my knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.
- Teach others good nutritional practices.

MANAGER OF HOME FINANCES

The manager of home finances is concerned with the responsible allocation and monitoring of finances related to home and/or family management.

As a manager of home finances, I can:

- Plan ahead and set monetary goals.
- Budget existing funds.
- Maintain family financial records.
- Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why.
- Demonstrate knowledge of the rationale for various kinds and amounts of insurance by indicating which policies were obtained or considered and why (health, life, tenant, auto, etc.).
- Demonstrate my skills as a consumer or monitor of consumption by:
    - buying and using various products in the commercial market.
    - knowing the advantages and disadvantages of various kitchen utensils available for cooking, serving, and storing foods.
    - knowing about different cleaning products and tools--how to do the job most effectively and easily.
    - knowing about various patent medicines and sundry items--when they are needed, how to determine which brand is the most effective and economical, and how much to use of them.
    - selecting good schools and knowing about the community resources which are available.
    - selecting and purchasing clothing which will be appropriate and durable.
    - determining which repairs are most appropriately and cost effectively done by a professional.

- Demonstrate my knowledge of laws which can affect family finances by:
    - describing laws related to finances and such circumstances as death, divorce, child support, etc.
    - describing bankruptcy laws and procedures.
    - describing home/business laws and procedures.
    - describing laws related to income taxes, social security taxes, etc., and use them to maximize savings and/or income.
    - describing social services legally available from the government or service agencies and the process of obtaining them.
- Demonstrate my knowledge of real estate by:
    - discussing the (dis)advantages of (long and short range) buying, renting, condominium owning, etc.
    - evaluating a neighborhood's appropriateness to family needs.
    - when selecting a house or apartment, know how to evaluate structure, plumbing, wiring, sewage, etc.
- Evaluate a real estate purchase by:
    - describing how to obtain information on taxes, loans, zoning, forecasted real estate charges, etc.
    - discussing the relative importance of these factors.
- Prepare and defend income tax returns.

PROVIDER OF HOME HEALTH CARE

The provider of home health care is responsible for fulfilling the special physical and emotional needs of a person who is ill or infirm by virtue of acute or chronic disease, physical incapacity, or senility.

As a provider of home health care, I can:

- Provide a safe environment for a patient, including:
  - Installing special equipment where needed (e.g., shower bars, bed rails, etc.).
- Provide for the physical and emotional comfort of a patient.
- Provide for adequate substitute care when I am unavailable.
- Identify and fill the special nutritional needs of patients who are acutely ill and/or convalescing, including:
  - Planning and preparing meals to maximize nutritional value.
  - Following special diets and preparing special meals as required by patient's condition.
  - Enhancing the appearance of food so as to stimulate lagging appetite.
  - Supervising a patient's adherence to special diets.
- Provide for effective medical care for the patient, including:
  - Securing appropriate professional medical advice when needed.
  - Obtaining emergency medical treatment as necessary.
  - Performing routine home nursing procedures.
  - Transporting patient to health facilities.
  - Practicing preventive medicine.
  - Knowing how to perform first aid if necessary.
  - Administering medication as directed by medical practitioners.
  - Knowing and recognizing symptoms of change or complication of patient's condition.

  - Changing dressings.
  - Administering enemas or douches.
- Maintain hygienic conditions for the patient, including:
  - Keeping patient's surroundings clean and germ free.
  - Regularly laundering clothing and bed linens.
  - Helping the patient with personal grooming -- bathing, hair care, mouth and tooth care, nails.
  - Changing bed linens without unduly disturbing the patient.
- Identify and appropriately use resources in the community which may enrich the life of the patient, including:
  - Public services (visiting nurse association; meals for the elderly; transportation to public facilities, institutions, and events; Medicare and Medicaid; recording for the blind, etc.).
  - Individual services (large-print newspapers and books, home hair care and grooming, home-bound teachers, etc.).
- Document patient progress as needed, including:
  - Using a thermometer to assess temperature fluctuations.
  - Knowing and noting symptoms of change in patient's state.
  - Keeping records of medication given and noting side-effects, if any.
- Recognize and provide for the psychological and social needs of the ill and/or elderly, including:
  - Dealing with anxiety, depression, loneliness, fear.
  - Providing moral support.
  - Knowing when to allow visitors and when not.
  - Dealing openly and honestly with illness and/or the possibility of death.

- Plan for and help patient enjoy appropriate exercise and recreation.
- Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness.
- Maintain needed supplies for the patient, including:
- Keeping medicine and first aid supplies on hand.
- Shopping for personal items required by patient.

ADMINISTRATOR/MANAGER

The administrator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of administrator/managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an administrator/manager I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations).
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.

- Organize the program or project into its components parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flow charts, PERT charts, and other visual materials to describe the program's or project's work flow.
- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change (see Advocate/Change Agent).
- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Use techniques for crisis management and describe why different types of crises require different techniques.
- Use methods of conflict resolution and describe when they are appropriate.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects:
  - Establish mechanisms for coordination.
  - Determine when coordination is needed.
- Serve as a spokesperson for the organization (see Public Relations).
- Meet accountability demands of others by preparing reports which include:
  - evaluation of success in meeting objectives.
  - records of financial status.
  - data on time and personnel utilization.

- Prepare written summaries of project and organizational accomplishment (see Public Relations).
- Develop staffing plans (see Personnel Manager).
- Prepare and use a budget (Financial Manager).

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services. Advocates work in areas such as legal rights, housing, education, environment, and social welfare and attempt to change or improve existing conditions.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Program Surveyor for related skills).
- Select methods and data which will document the need for change (see Researcher and Program Surveyor for related skills).
- Define and delimit the basic issues in a problem area.
- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as:
    - legal rights (civil and criminal).
    - housing and community planning.
    - education.
    - environment.
    - welfare and social services.
- Describe the public policy issues relevant to a problem.
- Demonstrate knowledge of the processes of change using:
    - theoretical model(s).
    - real-life examples.
- Describe methods which can be used to bring about change including:
    - lobbying.
    - political campaigns.
    - public relations.

- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.
- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.
- Build good working relationships with those who will be affected by proposed changes.
- Identify potential allies and select techniques which will enlist their support.
- Identify opposition groups and select techniques which will best counter their plans and arguments.
- Demonstrate understanding of the legislative process and how it can be used to implement change.
- Demonstrate knowledge of the laws and customs applying to lobbying.
- Use communication skills to persuade others (see Public Relations for related skills).
- Identify potential sources of financial support (see Fund Raiser and Researcher for related skills).
- Obtain financial support for a cause or program (see Fund Raiser and Researcher for related skills).
- Build good working relationships with legislators and government officials (local, state or federal).
- Monitor legislative bodies', public institutions' and agencies' actions relevant to the problem.
- Draft model legislation.
- Plan and organize coalition building.

- Conduct negotiations with an awareness of the necessity of compromise.
- Present arguments and evidence to support a position (see Public Relations and Researcher for related skills).
- Keep others informed about progress using:
  - verbal communication.
  - written communication (see Public Relations for related skills).
- Train others to develop advocate/change agent skills (see Trainer for related skills).
- Develop techniques to maintain change.

BENEFIT SALES WORKER

A benefit sales worker organizes, runs or helps to run an effort to raise funds by selling a product or service (see Fund Raiser).

As a benefit sales worker, I can:

- Develop specific goals for the activity, operating within constraints of available time, space, and personnel.
- Assess potential markets for products or services.
- Evaluate buyer behavior and consumption patterns.
- Survey and choose among suppliers of products and services on the basis of:
  - Quality of product or service.
  - Appropriateness to potential market.
  - Cost.
  - Reliability.
- Maintain correspondence with suppliers and sales audience.
- Purchase, develop, or supervise development of products or services for potential sale.
- Organize activity into component parts and determine the sequence in which the activities must be performed.
- Plan and prepare budgets.
- Demonstrate knowledge of and make appropriate use of business forms, including:
  - Purchase orders.
  - Receipts.
  - Sales slips.
  - Bookkeeping ledgers.

- Demonstrate knowledge of basic bookkeeping techniques and accounting procedures.
- Establish and maintain quality control procedures.
- Determine prices of products or services on the basis of cost and overhead factors.
- Plan and carry out a program of publicity for the product or service (see Public Relations/Communicator), including:
    - Establish relations with appropriate media -- radio, TV, newspapers.
    - Prepare copy for publicity articles and advertisements in media.
    - Design displays, posters.
    - Photograph products or services for media.
- Demonstrate knowledge and understanding of regulations -- tax laws, sales permits, leases, etc. -- which affect fund raising.
- Demonstrate knowledge and use of simple business machines, including:
    - Typewriter.
    - Copier.
    - Cash register.
    - Adding machine.
    - Hand calculator.
- Coordinate the execution of simultaneous activities.
- Perform, arrange for or oversee performance of auxiliary functions, including:
    - Advertising.
    - Publicity.
    - Pricing.
    - Selling.

  - Banking.
  - Janitorial.
  - Record keeping.
- Establish procedures to monitor personnel, money, and materials (see Financial Manager).
- Train others in established procedures.
- Deal effectively with customers, including:
  - Providing information about products or services.
  - Explaining pricing policies.
  - Establishing procedures for return or repayment of products or services.
  - Handling complaints.
- Establish and maintain records, including:
  - Profit/loss statements.
  - Expenditures, income.
  - Periodic reports to sponsoring agencies, other constituencies.
  - Statements for other developers of sales programs.

COMMUNITY RESOURCES SPECIALIST

As a specialist in community resources, I know, can use, and can direct others to information and services available from public and private organizations and agencies.

As a community resources specialist, I can:

- Demonstrate my familiarity with my community.
- Identify local resources and services to help with:
  - Physical health needs and problems.
  - Mental/emotional health needs and problems.
  - Legal problems.
  - Financial problems.
  - Drug, alcohol, or other substance dependence problems.
  - Consumer problems
  - Problems of age, sex, or race discrimination.
- Describe the available resources for dealing with emergencies:
  - Emergency medical services.
  - Police services.
  - Fire services.
  - Crisis centers.
  - "Hotlines".
  - Transportation services.
  - Food services.
- Serve as a "sounding board" for those with problems (see Counselor).
- Provide moral support (see Counselor).
- Show compassion for those with problems (see Counselor).
- Encourage the development of "common sense."

- Prepare and help individuals and families to deal with a crisis or disaster.
- Identify and use information resources to locate community facilities and services.
- Use contacts constructively when seeking assistance with a problem.
- Identify those people in community agencies, organizations, and services who can help me cut through "red tape."
- Identify, use, and direct others to legal services:
  - Adoption.
  - Alimony.
  - Child support.
  - Divorce/separation.
  - Domestic court.
  - Juvenile court.
  - Probation.
  - Small claims courts.

  (See Legal Rights Specialist.)
- Think and behave rationally when dealing with an emergency.
- Set priorities in handling an emergency.
- Develop support systems to deal with emergencies.
- Teach others procedures to deal with emergencies.
- Can identify and direct others to sources of food, clothing and shelter during personal crises or emergencies.
- Identify community resources that can supplement what a family has available:
  - Social services.
  - Educational facilities and programs.

  - Religious facilities and programs.
  - Cultural facilities and programs.
  - Library and other informational facilities and programs.
  - Transportation programs.
- Identify and use resources relevant to different cultural, ethnic and religious heritages.
- Describe the major considerations in selecting:
  - Support systems for emergencies.
  - Child care services.
  - Church or religious centers.
  - Funeral or mortuary services.
  - Legal services.
  - Health care personnel, facilities and services.
- Identify, use, and direct others to counseling services:
  - Employment.
  - Education.
  - Emotional, personal problems.
  - Programs for the elderly.
  - Programs for women.
- Describe the various kinds of federal and state aid available for people, who are eligible, and how to obtain this assistance.
  - Aid to dependent children.
  - Social Security.
  - Unemployment compensation.
  - Medicare/Medicaid.
  - Food stamps.

- Identify, use and refer others to tenant's rights, welfare rights, block associations and other "grass roots" groups which bring about social change (see Advocate/Change Agent).
- Demonstrate my awareness of government programs, and funding procedures.
- Help others identify funding sources which can meet the needs of a group or the community.
- Assist others in developing proposals to obtain funds for social programs and services (see Fund Raiser).

CONSUMER RIGHTS SPECIALIST

A consumer rights specialist is able to evaluate the quality of goods and services, select goods and services wisely, determine if consumers are being treated in a just manner, and obtain assistance on consumer problems.

As a consumer rights specialist, I can:

- Evaluate the quality of the purchases I make:
  - Food.
  - Clothing and other textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).
  - Automobiles.
  - Children's toys and games.
  - Services (child care, insurance, repairs, etc.).
- Determine from among several items of comparable quality, which is the best buy, taking into consideration:
  - Cost.
  - Durability.
  - Frequency of use.
  - Type of use.
  - Style and other changes.
- Use unit pricing and other techniques to compare costs of items sold in different amounts and quantities.
- Detect potential health and safety hazards in items and avoid purchasing them:
  - Food.
  - Clothing and textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).

  - Automobiles.
  - Children's toys and games.
  - Services.
- Locate, use,and direct others to information resources which can help with:
  - Evaluating the quality of goods and services.
  - Evaluating health and safety hazards in goods and services.
  - Identifying best buys, savings in costs, etc.
- Identify, use,and direct others to groups and organizations which can help them with consumer problems (see Community Resources Specialist).
- Organize or take part in a food cooperative in order to achieve savings in cost of grocery items.
- Organize or use other cooperatives to achieve savings.
- Select living quarters to meet my family's needs and circumstances.
- Describe my rights and responsibilities as a tenant.
- Help others obtain their rights as tenants.
- Describe my rights and responsibilities as a home owner.
- Read and interpret a:
  - Lease.
  - Contract.
  - Warranty.

  (See Legal Rights Specialist.)
- Know what recourse a consumer has when:
  - A purchase does not function properly.
  - An item cannot be repaired.
  - A purchase has health or safety hazards.
  - An item or service purchased is not as advertised.

  - Services are not performed as agreed or promised. (See Legal Rights Specialist.)
- Select stores and services that best meet my family's needs and circumstances.
- Locate the true "discount" stores.
- Select insurance policies and plans that are most appropriate to my family's needs and circumstances:
  - Life.
  - Health.
  - Home.
  - Automobile.
- Use my talents as resources by:
  - Making, altering, and repairing clothing for family members (see Clothing and Textile Specialist).
  - Canning, freezing and other home preparation of food.
  - Making simple home repairs (see Home Maintenance Technician).
  - Making household furnishings (bookcases, curtains, furniture, slip covers, etc.).
  - Trading my services or goods which I have produced to obtain other goods or services.
- Select bank accounts, savings plans, and investments that best meet my family's needs and circumstances (see Home Financial Manager).
- Identify, use, and direct others to free or low-cost public services (see Community Resources Specialist).
- Analyze advertising and identify misleading material.

- Analyze sales promotions and determine if real savings are available.
- Investigate credit options and select those most appropriate to my family's needs and circumstances.
- Use credit cards and other forms of credit wisely.
- Know when to avoid credit and loans.
- Describe how to shop for a loan or mortgage.

COUNSELOR

Counselors advise people who are seeking help and assistance with a problem. Informal counseling often occurs in conjunction with other activities, such as managing personnel or serving as an advocate/change agent. Formal counseling programs frequently require training prior to beginning work; paraprofessionals and volunteers in these programs typically work under the supervision of a professional.

In my work as a counselor, I can:

- Establish rapport with the person seeking advice.
- Use techniques which help people to talk spontaneously by:
    - selecting an appropriate physical setting for counseling.
    - showing receptiveness by giving attention and by listening carefully.
    - using reinforcements (both verbal and nonverbal) for encouragement and support.
    - describing how facial expression, posture, and tone-of-voice affect communication.
- Build client confidence toward the counseling agency.
- Demonstrate my questioning skills by:
    - using exploratory questions to obtain background information.
    - knowing how and why to use open-ended questions.
    - using probing techniques to obtain further information.
    - describing two-step probing and its use.
    - adapting my questioning to the background of the person and to the nature of the problem.
    - using double-edged questions to help individuals obtain greater insight.
    - avoiding leading questions.

- using softening techniques when using direct questions.
- phrasing questions so as to help the respondent "save face."

- Demonstrate my listening skills by:
  - describing the qualities which make for an effective listener.
  - showing how my objectives (both long range and short range) as a listener influence my listening approach.
  - using techniques to determine if what I have heard is what the person wanted me to hear.
  - using techniques to give listening feedback.
- Describe different counseling techniques and show how and when each is used.
- Describe the psychological theories on which different counseling techniques are based.
- Demonstrate my awareness of the legal and ethical problems related to confidentiality.
- Demonstrate techniques to control the interchanges in counseling situations by:
  - using techniques to expand or limit the focus of the discussion as needed.
  - using methods to help a person expand the options under consideration.
  - using methods of values clarification.
  - describing how to determine when a situation needs to be referred to others.
  - discussing various approaches to decision making and the rationale for each.
  - controlling the pacing of the interchange.
  - using techniques to exclude irrelevant detail.
  - using interview guides when appropriate to structure the situation.

- Identify an individual's problems and difficulties by a variety of methods, such as:
  - question and interview an individual to obtain information.
  - observe an individual's interactions with others or performance to identify problems.
  - work with an individual's family, co-workers, teachers, or others to identify problems.
  - use tests or other diagnostic devices to identify problems.
- Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem.
- Describe the kinds of information necessary to handle different types of counseling problems.
- Interpret data and use it in counseling, such as:
  - interview and background.
  - observational data.
  - test data.
  - other. (Specify) ____

    ____
- Do referral counseling, such as:
  - build resources for referral.
  - describe methods and consideration in using referral resources.
  - use appropriate techniques for people seeking help for themselves and for others.
  - demonstrate the special skills needed in phone referral counseling.
- Do intake or entrance interviewing, screening, and placement.
- Determine the urgency of a problem or concern and handle it appropriately.

- Handle crisis intervention by:
  - identifying crisis situations.
  - dealing pro-actively with the people surrounding the crisis.
  - describing responses to different kinds of crisis situations.
  - demonstrating my ability to prioritize in handling a crisis and the factors to be considered.
  - describing the special skills needed for dealing with particular crises situations, such as:
    - alcohol problems.
    - drug problems.
    - disasters (earthquake, flood, etc.)
    - poisoning.
    - rape.
    - other. (Specify) ______________________________

      ____
- Demonstrate techniques for dealing with people who complicate a crisis situation rather than aiding it.
- Demonstrate the skills required in career counseling and life guidance by:
  - using tests and other devices to assess aptitudes and interests.
  - describing resources which can be used to assess interests and determine alternatives.
  - using methods to implement and follow-up decisions.
- Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations by:
  - describing the cues which can be used to assess state (emotional, physical, etc.).

- distinguishing between techniques appropriate for group and individual counseling or therapy.
- describing the cues which can be used to determine the effectiveness of counseling.
- demonstrating skills which support professional counseling.
- using special techniques in group counseling to develop group solidarity, to deal with group conflict resolution, and to elicit self-disclosure, etc.
- using cues to help understand group processes and interaction.
- demonstrating skills used as support for professional counseling.

EMERGENCY MEDICAL TECHNICIAN

As an emergency medical technician, I can:

- Care for a patient promptly and efficiently at the scene of an accident, including:
  - Analyzing the total situation and recognizing the potential problems.
  - Setting priorities under stress.
  - Attending to life-threatening emergencies first.
  - Providing for the safety and protection of the patient caring for injuries.
  - Searching for medical identification information.
- Control an accident scene, including:
  - Examining patient for injuries.
  - Removing patient from life-threatening situations.
  - Exercising care in handling ambulance.
  - Dealing with bystanders, taking history from bystanders, if necessary.
  - Assuming subordinate role if physician is present.
  - Correcting life-threatening problems and immobilizing injured parts.
  - Extricating patient so as to minimize damage to injured parts.
  - Respond to patient's and family's needs for comfort and reassurance.
- Provide safe and efficient transport and continuing care of patient on the way to the hospital, including:
  - Driving emergency vehicle carefully to minimize disturbance to patient.
  - Knowing and abiding by laws and traffic regulations pertaining to ambulances.
  - Knowing efficient routes and alternate routes to the hospital.
  - Making proper use of lights and sirens.

or

  - Riding in compartment with patient.
  - Continually observing and protecting patient.
  - Administering care as indicated or instructed.
- Provide orderly transfer of patient and patient information to hospital emergency department, including:
  - Communicating vital information.
  - Delivering patient to emergency department.
  - Alerting emergency room to potentially high priority situations.
  - Assisting emergency department staff as requested.
  - Complying with hospital regulations.
- Perform communication functions, including:
  - Dispatching ambulances.
  - Requesting additional resources (police or fire).
  - Alerting emergency room personnel of arrival and condition of patient.
  - Operating radio communications equipment.
  - Following Federal Communications Commission (FCC) regulations concerning equipment.
- Keep records and make reports, including:
  - Interrogating patient, relatives, bystanders.
  - Providing information to medical staff and/or police regarding state of patient and circumstances surrounding accident.
- Perform basic life support functions, including:
  - Treating shock.
  - Treating trauma and burns.
  - Applying splints and bandages.
  - Performing cardiac resuscitation.
  - Using airway adjuncts.

- Diagnosing and treating medical emergencies:
  - Epileptic seizures.
  - Traumatic shock.
  - Insulin shock.
  - Hemorrhaging.
  - Poisoning.
  - Heart attack.
- Assisting in childbirth.
- Diagnosing and handling psychiatric emergencies.

- Care for emergency vehicle and equipment, including:
  - Maintaining vehicle in a state of readiness.
  - Replenishing supplies.
  - Decontaminating and cleaning equipment routinely after use.

FINANCIAL MANAGER

Managing finances involves allocating and monitoring the use of personnel, time and resources so as to exercise control of money and resources for an organization, program or activity.

As a financial manager, I can:

- Plan and prepare budgets using:
  - fund budgeting.
  - program budgeting.
  - other budgeting techniques (specify) ______________________.
- Present the rationale and justification for a budget.
- Understand and interpret a budget.
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with organizational needs and objectives.

- Demonstrate a knowledge of various types of investments and the advantages and/or disadvantages of each: Stocks_____, Bonds_____, Money Market Instruments_____, and Other_____.
- Apply the "total return" concept to investments when appropriate.
- Monitor an investment program and evaluate its effectiveness in relation to:
  - organizational needs.
  - other investment programs.
  - economic and market indicators.
- Establish work flow and work loading procedures.
- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.
- Conduct salary administration and performance reviews for paid workers.
- Establish and maintain quality control procedures for individuals and products.
- Train others in financial management procedures (see Trainer for related skills).
- Determine prices on the basis of cost and overhead factors when a product or service is sold.
- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.
- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.

FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (see Problem Surveyor for related skills).
- Plan a fund raising activity, including:
  - identifying objectives and specific goals.
  - identifying potential sources of funds from:
    - government (local, state, federal).
    - business and industry.
    - foundations.
    - individuals.
    - other organizations.
  - selecting methods and strategies appropriate both to organizational image and potential funding sources.
  - estimating requirements for people, materials, and time.
  - estimating cost of a fund-raising effort.
- Demonstrate knowledge and understanding of the code of ethics regarding fund raising.
- Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising.
- Utilize the tools of fund raising by:
  - demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
  - demonstrating a knowledge of financial management (see Financial Manager).

  - demonstrating knowledge of proposal preparation skills (see Researcher for related skills).
  - demonstrating knowledge of techniques in preparing promotional materials (see Public Relations for related skills).
  - demonstrating an understanding of the motivations and needs involved in contributing to a group, organization, or program and methods to build on these.
- Administer a fund-raising program, including:
  - selecting or recruiting staff and workers.
  - training others in fund-raising techniques (see Trainer for related skills).
  - determining strategy.
  - determining target group.
  - making work assignments and monitoring progress.
  - setting and communicating goal.
  - coordinating multifaceted efforts.
  - assessing and reporting on progress.
  - modifying plans to meet changing circumstances.
- Raise funds by selling a product or service, including:
  - selecting products or services to sell which are appropriate to the organization/agency image.
  - selecting a clientele or target population.
  - researching cost/benefit factors for alternative products, services, and delivery systems (see Financial Manager).
  - planning and monitoring product or service delivery.
  - selecting and recruiting sales personnel.
  - training sales personnel.

- selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
- determining if sales permits, leases, etc., will be needed and obtaining them.
- planning and implementing methods to monitor personnel, money, and materials (see Financial Manager).
- planning and implementing publicity for the product or service (see Public Relations).
- maintaining records which will help others planning similar sales programs in the future.
- developing techniques or procedures for return or repay of products, sale of slow-moving products, etc.

- Raising funds by staging a special event, including:
  - selecting the type of event which will be appropriate to organizational/ agency image.
  - deciding if the event should be targeted to a specific clientele or to the general public.
  - determining the cost/benefits of alternative types of events.
  - planning and implementing publicity (See Public Relations).
  - organizing a plan for staging the event.
  - selecting and recruiting individuals to work on various types of tasks and activities.
  - training staff and participants (see Trainer).
  - obtaining and organizing materials.
  - determining if permits and permission will be needed and obtaining them.
  - selecting sites and locations for the event on the basis of factors such as target population, cost, etc.

  - monitoring the work of staff.
  - keeping records that will be of use to others planning similar special events.
- Raise funds from government, corporations, and/or foundations by:
  - researching special interests of potential funding sources (see Researcher).
  - preparing a proposal.
  - contacting appropriate funding sources.
  - promoting a proposal, project, or special need.
  - preparing reports which demonstrate organizations or agency accountability to the funding agency.
- Raise funds from the public through a campaign including:
  - planning campaign theme and organizational strategy.
  - recruiting workers for different levels of responsibility and different kinds of tasks.
  - training and motivating workers (see Trainer).
  - preparing materials to be used in the campaign (see Public Relations).
  - monitoring the progress of the campaign.
  - revising staffing and strategy to deal with emergencies or with inadequate public response.
  - preparing reports which will be of assistance to others planning similar campaigns in the future.

GROUP LEADER FOR A SERVING ORGANIZATION

Leading groups of people for a serving organization involves helping people grow and develop within an organizational structure.

In carrying out my responsibility as a group leader for a serving organization, I can:

- Plan and coordinate activities.
- Secure resources, human and physical.
- Provide counseling services for people, where applicable (see Counselor).
- Organize committees to carry out tasks.
- Keep records of individual and group progress.
- Prepare budgets and keep financial records (see Financial Manager).
- Organize and conduct meetings.
- Understand and deal with conflict.
- Teach games, crafts, songs, dances, interpersonal skills, socialization, and democratic process.
- Use audio-visual equipment.
- Abide by organization's standards.
- Use proper safety precautions.
- Know and use techniques and equipment specific to the program.

HEALTH/MENTAL HEALTH CARE INSTITUTION VOLUNTEER

A health/mental health care institution volunteer provides assistance in one or several of the functions performed in institutions devoted to the care of ill, handicapped, or mentally ill individuals. As a health/mental health care institution volunteer, I can perform some or all of the following functions:

- Respect and observe precautions concerning confidentiality of patients and patient histories.
- Follow orders and accept supervision from professional staff.
- Act as a courier between various departments of the institution.
- Learn and apply the rules of a specific institution in:
    - Greeting patients and visitors.
    - Answering telephones.
    - Providing information.
    - Maintaining and handling records.
    - Escorting patients.
    - Operating equipment (wheelchairs, stretchers, elevators, etc.).
    - Using special terminology and abbreviations.
    - Entering patients' or treatment rooms.
    - Directing questions to appropriate sources.
    - Discharging patients.
- Act as cashier in coffee shop or gift shop.
- Provide support and ministerial guidance to patients and their families under the supervision of a member of the religious ministry.

- Provide general assistance in the emergency room, including:
  - Assisting professional staff in giving personal and individual attention to patients.
  - Providing support to patients' families.
  - Holding patients for suturing, intravenous medications, injections.
  - Transporting patients to other parts of the institution via stretcher or wheelchair.
  - Keeping equipment closets and cabinets well stocked.
- Provide general assistance in the out-patient department, including:
  - Meeting patients.
  - Alerting appropriate personnel when emergencies occur.
  - Filling out initial information sheets.
  - Escorting patients to treatment.
  - Filing and pulling charts.
  - Performing errands for patient's family, making phone calls, watching children, offering coffee.
  - Avoiding interference with professional staff activities.
- Deliver flowers to patients and maintain flowers in proper condition.
- Distribute and collect menus and help patients to select meals.
- Assist in the pharmacy by:
  - Helping to salvage unused medications.
  - Packaging medicines.
  - Performing stock control activities: filing, checking, and verifying stock.
- Provide recreational activities for patients, including:
  - Yoga.
  - Indoor gardening.

  - Grooming.
  - Arts and crafts projects.
  - Sports.
  - Drama.
- Set up and maintain libraries, playrooms, or magazine collections for patients.

LEGAL RIGHTS SPECIALIST

A legal rights specialist can help herself and others obtain fair and equitable treatment under the law.

As a legal rights specialist, I can:

- Describe my legal rights and responsibilities as a:
    - Citizen.
    - Consumer.
    - Home owner.
    - Tenant.
    - Parent.
    - Volunteer worker/board member.
    - Employee.
    - Employer.
- Select legal services and processes appropriate for a given problem, such as, small claims court, probate court, etc.
- Identify and obtain help from organizations which provide assistance to those who feel that their legal rights have been violated.
- Help others obtain information about their legal rights as:
    - Consumers.
    - Tenants.
    - Children.
    - Wives.
    - Parents.
    - Workers.
    - Women.
    - Recipients of funds from programs like Aid to Dependent Children, Social Security, unemployment compensation, etc.

- Read with understanding and interpret:
  - Leases.
  - Warranties.
  - Insurance policies.
  - Medical consent and release forms.
  - Contracts and legal agreements.
- Describe the essential elements of sales contracts related to the purchase of:
  - Cars.
  - Household appliances.
  - Home furnishings.
  - Home improvements.
  - Services.
- Specify the legal differences in various forms of home ownership and the advantages/potential problems of each:
  - Individual.
  - Co-owner.
  - Cooperative.
  - Condominium.
- Describe the essential elements of contracts related to a home:
  - Leases/subleases.
  - Agreements of sale.
- Describe how my rights as a homeowner are affected by:
  - Mortgages.
  - Home improvement loans.
  - Other home-related loans.
  - Title documents.
  - Zoning.
  - Settlement/closing agreements.

- Conduct a search of legal documents to obtain:
  - Description of a property.
  - Title/owner information about property.
  - Zoning and other restrictive covenants on a piece of property.
  - Tax information about a property.
  - Records of real estate transactions.
- Describe the legal processes related to divorce and legal separation, including:
  - Grounds for divorce/separation.
  - Court proceedings.
  - Property division.
  - Child custody, support and visitation.
  - Alimony.
- Check public records for information about births, deaths and wills.
- Describe the legal processes related to inheritance, including:
  - Wills.
  - Preparation of probate inventories.
  - Distribution of estate assets.
  - Property transfer.
  - Pension/insurance transfer.
  - Trust estate management.
  - State and federal laws relating to inheritance.
  - Social security and other survivor benefits.
- Specify the main differences in various forms of business ownership and the advantages/potential problems of each:
  - Individual.
  - Partnership.
  - Corporation.

- Describe employees' legal rights in regard to benefits such as:
  - Pension.
  - Profit sharing.
  - Life insurance.
  - Health insurance.
  - Stock options.
- Assist those who come to volunteer legal rights organizations by:
  - Conducting a preliminary interview for the lawyer who will handle the problem.
  - Drawing up drafts of documents for a lawyer to review, such as:
    - Contracts.
    - Wills.
  - Gathering information for lawyers to use in court cases.
  - Keeping reports of meetings with lawyers and clients.
  - Notifying lawyers and clients of approaching deadlines and scheduled court appearances.
  - Making arrangements for legal depositions.
  - Indexing legal documents.

LIBRARY ASSISTANT

A library assistant helps library users and assists the library staff in technical services.

As a library assistant, I can:

- Develop and/or maintain current files of special materials, such as:
  - Newspaper clippings.
  - Magazine articles.
  - Pictures.
  - Informal reports of local and community groups.
- Use and maintain audiovisual equipment, such as:
  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.
- Direct others in the use of audiovisual equipment.
  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.
- Use data processing equipment to check out/check in materials, identify overdue materials, etc.

- Assist librarian in purchasing and processing library materials, such as:
  - Type purchase orders, catalogue cards, etc.
  - Check invoices on new orders.
  - Process incoming orders.
  - Reproduce (photocopy) catalogue cards, orders, etc.
  - Alphabetize, sort and file catalogue cards, orders, etc.
  - Put library plate, card pockets, etc., in new materials.
- Assist with the circulation of library materials, including:
  - Check out materials.
  - Locate special materials and place them on reserve.
  - Issue and/or check library users' cards.
  - Prepare overdue notices.
  - Sort and shelve books.
  - "Read the shelves" to see that materials are in proper location.
  - Review the circulation record of materials to help in decisions about "weeding out" the collection.
  - Make an inventory of materials to identify items that may be missing or misfiled.
  - Inspect books for wear/damage/need of replacement.
- Help with user services, including:
  - Providing information on library services, facilities and rules.
  - Answering questions that involve fact-finding in standard reference sources.
  - Help users locate materials by use of the card catalogue.

- Work with preschool age children, by:
  - Story telling.
  - Using Puppets.
  - Using audiovisual materials.
  - Reading aloud.
- Work with school age children, including:
  - Helping them to differentiate between materials which promote learning and those which provide enjoyment only.
  - Helping them learn how to carry out library research.
  - Helping them learn how to select materials appropriate for their age, reading ability, and interests.
- Develop displays and special exhibits:
  - Seasonal/holiday.
  - Community events.
  - Ethnic/cultural heritage.
  - Special interests (arts, crafts, hobbies, travel, etc.).
  - Explaining library programs, activities, services.
- Develop posters, leaflets and other brochures about library programs and services.
- Organize and maintain materials.
  - Index local newspapers.
  - Repair/recover books.
  - File newspapers and periodicals.
  - Record books, articles, etc., on tape.

- Demonstrate knowledge in the use of office equipment, such as:
  - Typewriter.
  - Xerox.
  - Mimeograph.
  - Duplicating machines.
- Determine the needs of library users and refer them to the appropriate materials:
  - Reference books.
  - Books on specific subjects.
  - Children's books.
  - Periodicals.
  - Audiovisual materials.
  - Vertical file materials.
  - Special collections.
- Analyze the appropriateness of library materials for:
  - Children of different ages.
  - Individuals with handicaps.
    - Visual.
    - Hearing.
    - Physical.
    - Mental.
  - Individuals with limited ability to read/speak English.
- Evaluate the appropriateness of nonprint materials (films, records, etc.) for specific groups and/or activities.
- Demonstrate my sensitivity to and awareness of community attitudes and concerns when planning.

- Assist parents, teachers and others working with children in selecting appropriate materials.
- Assist individuals with handicaps (e.g., visual) in locating and using special library materials which will meet their needs.
- Assist with programs and workshops for library volunteer programs:
  - Reading Is Fundamental.
  - Literacy volunteers.
  - Friends of the library.
- Assist with the development of bibliographies or other lists of library materials on selected topics.

MUSEUM STAFF ASSISTANT (DOCENT)

Docents describe and discuss museum exhibits with groups of individuals to facilitate a better understanding of what is being seen; they may work in art galleries or museums; in historical buildings, museums, reconstructions, or parks; in science or natural history museums; or in zoos. Other types of museum staff assistants may work in preparing, preserving, or restoring materials for display, in caring for plants or animals, in performing tasks or activities as part of the museum's demonstrations, or in conducting research.

As a staff assistant (docent), I can:

- Plan and prepare a lecture-tour for children and/or adults.
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience.
- Deliver a lecture-tour without notes but following a suggested outline.
- Modify the information given in a lecture-tour to suit children of various ages.
- Develop and use techniques which arouse curiosity and provide discussion during the lecture-tour.
- Demonstrate a knowledge of and the ability to use a library and other reference resources.
- "Read the nature" of a group during the first ten minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate.
- Know the criteria on which to judge a work of art.
- Plan a lecture-tour to meet specified educational objectives.
- Know the criteria on which to judge other lecturers.
- Speak in public with confidence.
- Understand and can use techniques of group dynamics.
- Understand and can explain the policies of the organization or institution.

- Demonstrate my knowledge of:
  - art history.
  - art techniques.
  - world and/or national history.
  - state and/or local history.
  - plants.
  - animals.
  - science.
  - other areas. (Specify) ______________________________

    ____
- Describe methods of investigation (see Researcher).
- Prepare museum support materials (see Public Relations).
- Demonstrate my knowledge of teaching methods and materials.
- Develop written materials for use in lecture-tours.
- Use audiovisual materials in conjunction with lecture-tours.
- Demonstrate craft techniques.
- Take part in "living history" depictions/demonstrations.
- Explain the reason and purposes for museums, zoos, etc.
- Know how to care for living plants and/or animals which are part of the collection.
- Know how to care for and maintain the materials and equipment in the collection.
- Develop and maintain a library of materials relevant to my lecture-tour specialty.
- Train others to work as staff assistants (see Trainer).
- Work with members of the professional staff and/or with members of the supervising board.

PERSONNEL MANAGER

Personnel management involves allocating and monitoring the utilization of human resources within an organization, program, or activity.

As a human resources manager, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity.
- Prepare a staffing plan and present the rationale for it.
- Prepare staffing need projections on the basis of historical data and analysis.
- Prepare staffing need projections on the basis of problem survery data (see Problem Surveyor).
- Explain the relationship between a particular job and organizational/agency/program mission (see Trainer).
- Prepare cost estimates for the use of personnel and their time (see Financial Manager).
- Determine the cost/effectiveness of alternative plans for personnel allocation.
- Select and/or recruit individuals for a variety of jobs.
- Prepare job descriptions.
- Prepare advertisements to recruit personnel (see Public Relations).
- Target advertisements toward paid and/or volunteer workers.
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work.
- Arrange for and/or conduct the organizational socialization of personnel (see Trainer).
- Arrange for and monitor the job training of personnel (see Trainer).

- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations.
- Establish and maintain procedures to monitor work quality and quantity.
- Monitor the quality and quantity of work performed by individuals and/or task groups.
- Counsel with workers who are not performing up to organizational standards.
- Develop and use techniques which will minimize conflicts between paid and volunteer workers.
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems (see Counselor).
- Use recognition or other psychic rewards to keep volunteer workers involved and productive.
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development.
- Develop and maintain a system of evaluative records of job performance.
- Help supervisors deal with personnel problems.
- Maintain time and salary records for paid workers.
- Conduct salary administration and performance reviews for paid workers (see Financial Manager).
- Conduct performance reviews for volunteer workers.
- Handle out-placements and terminations.
- Train others in personnel management (see Trainer).
- Understand and keep informed about labor laws (such as Taft-Hartley).
- Review and keep up-to-date on changes in State and Federal laws for employee compensation and benefits.
- Develop an affirmative action program and monitor compliance.
- Plan and implement programs for staff development.

- Plan and monitor a retirement program.
- Deal with employee relations problems and develop programs to meet employee relations needs.
- Plan and implement personnel policies and review them regularly for needed changes.

PROBATION INVESTIGATOR

A probation investigator under the supervision of a probation officer provides assistance in a variety of functions related to problems requiring judicial determination; i.e., family, juvenile, legal courts or problems related to court orders. As a probation investigator, I can:

- Comprehend, analyze and interpret basic laws, regulations, and penalties related to probation and custody.
- Obtain and verify routine factual information for the use of professional staff.
- Make required field investigations and prepare related reports.
- Carryout oral and written instructions and directors of some complexity.
- Read and interpret basic records.
- Recognize evidence of evasion and discrepancies in basic records.
- Prepare reports of investigations containing factual data and documentary or other evidence
- Maintain essential records and files.
- Initiate interviews with both parents to acquire basic information for pre-custody determination:
    - Residency.
    - Employment status.
    - Wage inquiries.
- Distinguish between legitimate needs and irrelevant complaints of custodial parent.
- Enforce visitation rights of supporting parent.
- Provide information about agencies that can help with health, home, family and other problems:
    - Medical programs.
    - Social security.

  - Welfare.
  - Counseling services.
- Collect and record monies due under court order:
  - Payment of arrearages on fines.
  - Court costs.
  - Restitutions.
  - Support of dependents.
  - Other payments due under court orders.
- Issue receipts for monies collected.
- Follow up on child support and alimony payments.
- Maintain all pertinent records and files concerning payments.
- Prepare and send out default notices.
- Prepare reports of monies collected.
- Perform a variety of clerical tasks:
  - Typing.
  - Filing.
  - Indexing.
  - Maintaining tickler file for probation officer.
  - Reproducing documents.
- Obtain and verify routine factual information from persons applying for:
  - Assignment of counsel.
  - Release on recognizance.
- Arrange for assistance to released indigent prisoners.
  - Temporary lodging.
  - Transportation to home base.

- Make referrals to drug assistance programs.
- Arrange for psychiatric help.
- Operate office machines, such as:
  - Calculator.
  - Typewriter.
  - Copying machines.

PROBLEM SURVEYOR

Surveying a problem area is the process of assessing current status and/or needs in order to identify areas and types of future activity. The process of problem surveying is closely related to that of researching and typically precedes that of program development. (The problem surveyor usually collects original data; for more information on utilization of data collected by others, see *Researcher*.)

In carrying out my work as a problem surveyor, I can:

- Develop plan(s) for investigating the problem area.
- Identify and obtain information about:
    - the target populations affected by the problem.
    - the sources of power which can facilitate or block the implementation of change (see *Change Agent/Advocate* for related activities).
    - the existing programs, resources, and other factors which impact on the problem.
- Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc. (see *Researcher* for related activities).
- Compile a list of specific needs or problems within the problem area.
- Prioritize those needs and problems which are most important and practical to pursue.
- Define potential actions in terms of cost-effectiveness.
- Describe the problem areas(s) for purposes of program development by:
    - summarizing data for ease in interpretation.
    - keeping records of contacts and resources.
- Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.

PUBLIC RELATIONS/COMMUNICATOR

Public relations refers to a method of increasing knowledge and understanding of an organization and/or its program; it is concerned with disseminating information to individuals and groups outside of the organization or agency and with processing information from outside the organization.

In carrying out my work in public relations, I can:

- Conceptualize communications and public relations programs which interpret the goals of the organization.
- Plan and develop a public relations program.
- Identify target audiences.
- Determine the communications technique(s) appropriate to each audience.
- Gather information by:
  - conducting interviews.
  - confirming facts.
  - identifying trends.
  - locating background data.

  (See Researcher for other relevant activities.)
- Identify representatives of other organizations and of local, state and federal government to receive information about organizational activities.
- Establish an interchange with appropriate representatives from:
  - members of the target group.
  - volunteer coordinating agencies.
  - private and civic organizations.
  - business, industry and professional groups.
  - foundations.
  - local government.

- state government.
- federal government.

(See Fund Raiser and Advocate/Change Agent for other relevant activities.)

- Write:
  - news stories.
  - feature stories.
  - fact-sheets for editorial background.
  - reports.
  - speeches.
  - scripts for radio/television.
  - other materials describing the organization and its program for the public.

(See Trainer for internal publications.)

- Prepare audio-visual materials, video-tapes, and/or films by:
  - utilizing audio and/or video - tape equipment.
  - utilizing photographic equipment.
  - directing acting, speaking, and filming.
- Prepare visual materials, such as:
  - photograph events for news media or other publications.
  - design and prepare art work.
  - design displays and/or posters.
- Coordinate development of materials for production, such as:
  - edit publications.
  - edit films and/or tapes.
  - design layouts.
  - work with printers, publishers, and/or producers.

- Work with mass media (press, radio, television) to:
  - select optimum outlets for placement of material and identify contacts.
  - adapt and edit materials according to mass media standards.
  - conduct press conferences.
  - maintain good relations to facilitate placement of material.
- Speak publicly, such as:
  - deliver speeches.
  - promote an organization, program, or service (see Advocate/Change Agent).
  - participate as a member of a panel or debate group.
  - give interviews.
  - conduct or moderate interviews, panel discussions, debates.

  (See Fund Raiser and Trainer for other related activities.)
- Publicize and promote organizational materials.
- Plan distribution of publications and other materials.

RECREATION WORKER

A recreation worker leads or assists a leader of recreational activities for specified groups in the setting of a school, community, social, or church-related organization.

As a recreation worker, I can:

- Develop goals and activities that foster individual and group development.
- Develop specific goals and plans for particular activities.
- Identify resources in personnel, money, materials, time, and authority needed to accomplish objectives.
- Develop and use techniques which will enhance relations among people.
- Demonstrate ability to use appropriate techniques to solve interpersonal problems.
- Demonstrate knowledge of teaching methods and materials.
- Develop and maintain a library or collection of relevant materials, games, and other recreational and equipment and supplies.
- Plan and organize cooperative and competitive activities and know when each is appropriate.
- Teach one or more of the following:
  - Games.
  - Crafts.
  - Music.
  - Dance.
  - Dramatics.
  - Art.
  - Outdoor skills.

  - Conservation.
  - Cooking.
  - Sports.
  - Camping.
- Demonstrate knowledge of use and care of audiovisual equipment, gymnastic and sports equipment, tools, crafts equipment, and camping equipment.
- Speak publicly, including:
  - Articulating rules and procedures to participants.
  - Promoting the organization and its activities to potential sponsors.
  - Publicizing special events.
- Establish rapport with individuals of diverse backgrounds.
- Raise funds, including:
  - Selling a product or service.
  - Staging a special event.
  - Approaching sponsoring agencies. i.e., local businesses, foundations, government agencies.
  - Conducting a public campaign.
- Demonstrate techniques to prevent or limit conflict between individuals.
- Demonstrate knowledge of safety precautions required by potentially hazardous activities in sports, crafts, camping, etc.
- Determine the urgency of a problem and handle it appropriately.
- Demonstrate a knowledge of individual growth and development.
- Select activities that will help individuals learn desired skills and attitudes.
- Keep records of individual and group progress.
- Understand and use techniques of group dynamics.

- Plan and carry out field trips to sporting events, dramatic presentations, concerts, recreation areas, museums, zoos, etc.
- Develop positive participant attitudes by:
  - Selecting appropriate activities.
  - Providing positive feedback.
- Provide advice and informal counseling to participants.
- Determine participant interests and plan activities around them.
- Demonstrate knowledge of capacities and needs of special groups:
  - Preschool children.
  - Children during early school years.
  - Adolescents.
  - Boys/Girls.
  - The elderly.
  - The physically handicapped.
  - The mentally handicapped.
  - Single parents.
- Budget existing funds.
- Recognize and deal with medical emergencies.
- Interact appropriately and adaptively with personnel and goals of sponsoring agency.

RESEARCHER

Research is a systematic means of investigating a topic or problem. It involves generating verifiable data which will support program planning and development and/or the implementation of change.

In carrying out my work as a researcher, I can:

- Select problem area(s) relevant to organizational needs.
- Limit the research focus by:
  - conceptualizing issues.
  - defining variables.
  - operationalizing measures.
  - identifying the unit of analysis.
  - generating hypotheses.
- Collect background information.
  - Locate information sources such as:
    - written materials.
    - data banks.
    - interviews.
    - surveys.
  - Summarize past experience with problem.
  - Evaluate the utility of past efforts.
- Design research, by:
  - selecting research design.
  - selecting sampling techniques.
  - selecting survey techniques.

  - Develop practical plans of identifying:
    - needs.
    - time.
    - costs.
    - personnel.
- Manage proposal development, by:
  - locating potential sources of funding.
  - writing proposal to include:
    - background.
    - design.
    - time and cost estimates.
    - expected outcomes.
    - utility of research to organization and to the larger society.
  - meet with funding agencies to promote the proposal.
  - adapt proposal to meet requirements of funding source.
- Obtain data to:
  - foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research.
  - recruit and train data collectors.
  - select appropriate data collecting instruments.
  - design and validate new data collecting instruments.
  - obtain informed consent of participants.
  - obtain data from existing information banks.
  - use appropriate sampling and survey techniques.
  - monitor data collected for quality control.

- Process data to:
  - develop coding procedures.
  - train coders.
  - supervise coders for quality control.
  - select and implement other data reduction procedures.
  - develop computer programs appropriate for the research design.
- Analyze and summarize data by using:
  - averages or other measures of central tendency.
  - measures of dispersion or deviation.
  - measures describing relations (correlations).
  - other techniques of bivariate or multivariate analysis.
  - tables or other means of categorical aggregation.
  - graphs and charts.
  - tests of significance.
  - experimental effects analysis.
  - nonexperimental causal analysis.
- Make inferences from data.
- Make conclusions and recommendations from data to:
  - formulate planning recommendations.
  - make recommendations for further study.
  - develop policy recommendations.
- Write research report(s).
- Disseminate research results to appropriate groups.

TRAINER

Training involves teaching others specific jobs, skills, and/or tasks. It involves the teaching and/or organizational socialization of other workers.

In my work as a trainer, I can:

- Articulate the philosophy of the organization/agency.
- Explain the relationship between a particular job and organizational/agency/program mission.
- Demonstrate my knowledge of kinds of learning and/or of different learning theories.
- Demonstrate my knowledge of teaching methods and materials.
- Identify training needs (s[illegible]lso Problem Surveyor).
- Make a training plan which includes:
    - learning objectives.
    - teaching design.
    - teaching method.
    - budget for training costs.
    - schedule and site considerations.
    - materials, both written and audio-visual.
    - evaluation techniques.
- Determine the cost/effectiveness of various training approaches.
- Determine the suitability of various training approaches for individuals with different backgrounds and experiences.
- Develop written materials for use in training.
- Develop audio-visual materials for use in training.
- Develop training manuals for other trainers to use.

- Administer a training program, including:
  - selecting and recruiting training personnel.
  - Selecting training methods and materials which are both appropriate to the group and cost/effective.
  - Setting training goals.
  - Conducting the training of those who will train others.
  - Monitoring the progress of those being trained.
  - Monitoring the progress of those doing the training.
  - Modifying training programs and techniques if the goals of the program are not being achieved.
  - Evaluating the effectiveness of the training program.
  - Monitoring and evaluating the job performance of those who were trained.
- Develop and maintain a library of training materials.
- Conduct a training session.
- Train others to do specific job(s) or task(s).

  (Specify) ____

  ____
- Make an effective oral presentation.
- Demonstrate knowledge and use of group interaction techniques.
- Know how and when to use different role-playing techniques in training.
- Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development.
- Prepare and evaluate reports on training programs.
- Evaluate the training programs of others.

TUTOR/TEACHER'S AIDE

A tutor/teacher's aide helps an individual or group of individuals to learn something or to improve their learning techniques. The tutor differs from the trainer in that trainers instruct individuals in the performance of specific jobs or tasks, while tutors teach more general skills (such as reading) or knowledge which is applicable to a wide range of tasks or activities.

In my work as a tutor/teacher's aide, I can:

- Establish a good working relationship with the learner.
- Develop positive student attitudes toward learning by:
    - selecting tasks of appropriate difficulty.
    - telling the learner when a job is well done.
- Encourage and support the learner by:
    - complimenting the learner for good work and good thinking to develop a positive self-concept.
    - showing acceptance of the learner by giving attention and by listening carefully.
    - helping the learner respond to increasingly difficult material.
    - showing receptiveness to learner efforts.
- Work cooperatively with the learner's teacher and/or school by:
    - abiding by school rules relating to tutors or aides.
    - being positive about the teacher and school in discussions with the learner.
    - following the teacher's plan of instruction.
    - providing the teacher with information on learner progress.
- Provide advice and informal counseling to the learner, when appropriate (see Counselor).

- Identify learner needs and difficulties:
  - by direct observation of and/or interaction with the learner.
  - from test data or other diagnostic devices.
  - through discussion with the teacher(s) who regularly instruct(s) this learner.
  - through discussion with other school personnel (counselors, psychologists, etc.).
- Determine learner interests and plan instructional activities around them.
- Plan a lesson or series of lessons including:
  - objectives.
  - teaching methods and techniques.
  - instructional materials (both written and audiovisual).
  - evaluation techniques.
- Pace instruction at a speed appropriate to the learner.
- Set and monitor instructional objectives.
- Select instructional material and techniques appropriate to learner background and experience.
- Demonstrate my knowledge of learning theories and their application.
- Demonstrate my knowledge of teaching methods and materials.
- Develop written materials for use in tutoring.
- Develop audiovisual materials for use in tutoring.
- Develop and maintain a library of materials for use in tutoring.

  (Specify subject and/or level) ________________________________ .

  ____
- Demonstrate my knowledge of the subject(s) which I tutor.

  (Specify) ____

  ____

- Evaluate learner progress:
    - by observation.
    - by oral questioning.
    - by use of tests or other evaluative devices.
- Use questioning techniques appropriate to instructional objectives.
- Make an effective oral presentation to a group.
- Demonstrate a knowledge of group interaction techniques and of their use.
- Train others to be tutors (see Trainer).

YOUTH GROUP LEADER

A youth group leader devises and implements programs which help young people develop and learn.

In carrying out my work as a youth group leader, I can:

- Articulate the philosophy of the organization or sponsoring group.
- Describe how the components of the program relate to organizational philosophy.
- Demonstrate a knowledge of child growth and development.
- Demonstrate a knowledge of theories of learning.
- Demonstrate a knowledge of teaching methods and materials (Specify areas) ______________________________
- Select activities which will help children learn desired skills and attitudes.
- Determine the cost/effectiveness of alternative program components.
- Plan a youth group program, including:
  - defining program objectives.
  - involving group members in program planning.
  - selecting activities which will most efficiently lead to meeting the program objectives.
  - selecting activities which are most appropriate for the age, background, and experience of group members.
  - preparing program materials.
  - determining the budget for the program.
  - deciding on methods to evaluate the program.
- Administer a youth program, including:
  - selecting and/or recruiting others for various responsibilities.

- training other adults as leaders or assistants (see Trainer).
- training youth group members for leadership roles within the organization.
- working with adult members of the supervising board or agency.
- determining the effectiveness of various program components in meeting organizational goals.
- assessing the effectiveness of other leaders.
- organizing committees to carry out tasks.
- keeping records of individual and group progress.
- keeping budget and financial records.
- coordinating activities of various groups.
- securing financial resources (see Fund Raiser).

- Direct a youth group, including:
  - organizing and conducting meetings.
  - teaching:
    - games.
    - crafts.
    - music.
    - dance.
    - interpersonal skills.
    - democratic processes.
    - dramatics.
    - health and safety.
    - art.
    - outdoor/camping skills.
    - religion.
    - conservation.

  - homemaking.
  - citizenship.
  - other. (Specify) ________________________________
- demonstrating a knowledge and use of techniques and equipment specific to the organization's program.
- abiding by the organization's standards.
- providing guidance and counseling to young people as appropriate (see Counselor).
- using audio-visual equipment.
- demonstrating a knowledge of children's games.
- storytelling, including demonstrating a knowledge of children's literature.
- demonstrating a knowledge of safe procedures for children's activities.
- demonstrating the ability to use appropriate techniques to deal with interpersonal conflicts.
- describing how youth groups serve as socializing agents.

APPENDIX D

Project HAVE Skills Ability Clusters

PROJECT HAVE SKILLS

ABILITY CLUSTERS

Cluster I A

Ability to:

1. Read food labels to identify quality and weight of contents.
2. Compare the cost and nutritional value of convenience food and home prepared equivalents.
3. Determine the appropriate quantity of food to buy.
4. Evaluate the freshness and quality of meat, fish, poultry, fruits, vegetables and dairy products.
5. Describe common food storage problems and how they can be prevented.
6. Evaluate the cost and nutritional value of alternative methods of preparing the same foods.
7. Demonstrate skills associated with food preparation and storage.

Cluster I B

Ability to:

1. Explain how the rights of a homeowner are affected by mortgages, home improvement loans, title documents, zoning, and settlement/closing agreements.
2. Evaluate the quality of clothing, rugs, curtains, linens, and other textile items.
3. Know what recourse a consumer has when a purchase does not function properly; an item cannot be repaired; a purchase has health or safety hazards; an item or service purchased is not as advertised; or services are not performed as agreed or promised.
4. Explain the rights and responsibilities of a tenant or homeowner.
5. Select insurance policies and plans that are most appropriate to a family's needs and circumstances.
6. Determine furniture needs.
7. Evaluate quality when selecting household goods and furniture.
8. Select carpets, rugs, and other floor coverings.
9. Manage the overall maintenance of a home.

Cluster I C

Ability to:

1. Analyze advertising and identify misleading material.
2. Analyze sales promotions and determine if real savings are available.
3. Identify and correct conditions which are fire or safety hazards.
4. Prevent conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.).
5. Select goods and products that do not present hazards.

Cluster I D

Ability to:

1. Explain how to evaluate and select real estate.
2. Research unfamiliar products or services.
3. Select bank accounts, savings plans, and investments that best meet a family's needs and circumstances.
4. Investigate credit options and select those most appropriate to a family's needs and circumstances.
5. Explain how to shop for a loan or mortgage.

Cluster I E

Ability to:

1. Evaluate the quality of purchases made.
2. Determine from among several items of comparable quality which is the best buy.
3. Use unit pricing and other techniques to compare costs of items sold in different amounts or quantities.
4. Detect potential health and safety hazards in items and avoid purchasing them.

Cluster II A

Ability to:

1. Serve as the spokesperson for an organization.
2. Plan and develop a public relations program.
3. Identify target audiences.
4. Determine the communications technique(s) appropriate to an audience.
5. Identify representatives of other organizations and/or of local, state, and federal government to receive information about activities.
6. Publicize and promote organizational materials.
7. Plan distribution of publications and other materials.
8. Plan and carry out a program of publicity for a product or service.
9. Translate information and facts to a level of understanding appropriate to the background and experience of the audience.
10. Conceptualize communications and public relations programs which interpret the goals of an organization.
11. Choose appropriate audiovisual materials.
12. Write news stories, feature stories, fact sheets for editorial background, reports, speeches, or scripts for radio/television.
13. Coordinate the development of materials for production.
14. Work with mass media (press, radio, television).
15. Develop written materials for a particular purpose.
16. Develop audiovisual materials for a particular purpose.
17. Develop posters, leaflets, or brochures.

Cluster II B

Ability to:

1. Establish effective communications throughout an organization.
2. Articulate the philosophy of an organization.
3. Serve as the spokesperson for an organization.
4. Interpret an organization and its systems for the delivery of services to the public.
5. Identify representatives of other organizations and of local, state, and federal government to receive information about organizational activities.
6. Speak in public.
7. Identify potential allies and select communication techniques that will enlist their support.
8. Identify opposition groups and select communication techniques that will best counter their plans and arguments.
9. Present arguments and evidence to support a position.
10. Develop posters, leaflets, and brochures.

Cluster II C

Ability to:

1. Speak in public.
2. Present arguments and evidence to support a position.
3. Persuade others.
4. Organize and conduct meetings.
5. Keep others informed about progress, in written or verbal form.
6. Translate information and facts to a level of understanding appropriate to the background and experience of an audience.
7. Make an effective oral presentation to a group.

Cluster III A

Ability to:

1. Assist others in developing proposals to obtain funds for projects, programs, or services.
2. Explain the various kinds of federal and state aid available to people, who is eligible, and how to obtain this assistance.
3. Identify, use, or refer others to tenant's rights, welfare rights, block associations, and other "grass roots" groups.
4. Explain how organizational and community structures relate to a problem and to its potential solutions.
5. Identify, use, or refer others to free or low-cost public services.
6. Identify, use, or refer others to resources in the community that can enrich the lives of the ill, elderly, or handicapped.
7. Identify, use, or refer others to community social, educational, and cultural resources.
8. Identify, use, or refer others to resources relevant to different cultural, ethnic, and religious heritages.

Cluster III B

Ability to:

1. Identify, use, or direct others to counseling services.
2. Identify resources in the community that can be used to improve living conditions for a child.
3. Provide information about agencies that can help with health, home, family, and other problems.
4. Explain the major considerations in selecting one or more of the following: child care services; church or religious centers; funeral or mortuary services; health care personnel, facilities, and services; legal assistance; or support systems for emergencies.
5. Identify local resources and services to help with physical or mental health problems; drug or alcohol abuse problems; consumer, financial, or legal problems; or problems of age, sex, or race discrimination.
6. Identify and use information resources to locate community facilities and services.
7. Identify, use, or direct others to legal services.

Cluster III C

Ability to:

1. Demonstrate familiarity with the community.
2. Identify, use, or direct others to counseling services.
3. Identify and use information resources to locate community facilities and services.
4. Explain how organizational and community structures relate to a problem area and its potential solutions.
5. Demonstrate sensitivity to and awareness of community attitudes and concerns.

Cluster IV A

Ability to:

1. Use a typewriter.
2. Use an adding machine or electronic calculator.
3. Use a computer terminal or other data processing equipment.
4. Develop and maintain current files.
5. Keep records and prepare reports.
6. Perform a variety of clerical tasks.

Cluster IV B

Ability to:

1. Carry out oral or written directions of some complexity.
2. Follow orders and accept supervision.
3. Learn and apply rules.
4. Develop and maintain current files.
5. Obtain and verify routine factual information.

Cluster V A

Ability to:

1. Establish rapport with individuals of diverse backgrounds.
2. Establish rapport with a person seeking advice.
3. Show compassion for those with problems.
4. Serve as a "sounding board" for those with problems.
5. Provide moral support.
6. Identify an individual's problems and difficulties.
7. Recognize the nonverbal cues and behaviors that indicate problems.
8. Use questioning skills.
9. Use listening skills.
10. Encourage the development of "common sense."
11. Use techniques that help people to talk spontaneously.
12. Determine the urgency of a problem and handle it appropriately.
13. Demonstrate a knowledge of individual growth and development.
14. Provide advice and informal counseling when appropriate.
15. Conduct negotiations with an awareness of the necessity of compromise.

Cluster V B

Ability to:

1. Identify an individual's problems and difficulties.
2. Recognize the nonverbal cues that indicate problems.
3. Explain the psychological theories on which different counseling techniques are based.
4. Describe different counseling techniques and explain when each is used.
5. Use techniques that can control the interchange in counseling situations.
6. Describe the kinds of information necessary to handle different types of counseling problems.
7. Do referral counseling.
8. Do career or life guidance counseling.
9. Provide counseling services for people.
10. Use the techniques of group dynamics.
11. Demonstrate knowledge of the capacities and needs of special groups (aged, minorities, handicapped, etc.).
12. Identify the special needs of individuals who have a sudden change in their environment (death, divorce, etc.) and develop ways to meet these needs.
13. Provide advice and informal counseling.
14. Conduct negotiations with an awareness of the necessity of compromise.
15. Build client confidence toward a counseling agency.

Cluster V C

Ability to:

1. Counsel workers who are not performing up to organizational standards.
2. Respect and observe precautions concerning confidentiality of information.
3. Use appropriate techniques to solve interpersonal problems.
4. Use techniques to prevent or limit conflict between individuals.

Cluster V D

Ability to:

1. Take notes unobtrusively during an interview or counseling session.
2. Interpret interview and background information, observational data, and test results for use in counseling.
3. Do referral counseling.
4. Do intake or entrance interviewing, screening, or placement.

Cluster VI A

Ability to:

1. Apply the principles of color, texture, and design.
2. Explain how color, light, and space can be used to create different impressions and appearances.
3. Explain the aesthetic guidelines (balance, proportion, etc.) for evaluating a design.
4. Develop design plans for a house, an interior or a product.
5. Prepare scale drawings of a room or house.
6. Explain the criteria by which to judge a work of art.
7. Demonstrate skills in arts and/or crafts.
8. Develop displays and exhibits for a school, library or organization.

Cluster VI B

Ability to:

1. Select coordinated clothing items.
2. Select complementary clothing styles and colors.
3. Identify the important properties of fabrics and materials used in the home or for wearing apparel.
4. Analyze the wearing apparel needs of people taking into consideration factors, such as, age, size, figure, budget, kind of activities, fashion, and individual differences and interests.

Cluster VII A

Ability to:

1. Care for those involved in an accident.
2. Provide transportation and care for ill or injured people on their way to the hospital.
3. Provide for the transfer of a patient and/or patient information to a hospital.
4. Diagnose and/or provide first aid treatment for medical emergencies.

Cluster VII B

Ability to:

1. Think and behave rationally when dealing with an emergency.
2. Establish priorities when dealing with problems/emergencies.
3. Recognize and deal with emergencies.
4. Develop support systems to deal with problems/emergencies.
5. Identify and direct others to sources of food, clothing, shelter or other emergency services.
6. Handle crisis intervention.
7. Deal with people who complicate a crisis situation rather than aiding it.
8. Determine the need for and develop alternative plans to deal with emergencies.

Cluster VIII A

Ability to:

1. Determine prices of products or services on the basis of cost and overhead factors.
2. Assess potential markets for products or services.
3. Evaluate buyer behavior and consumption patterns.
4. Identify the essential elements of sales contracts for cars, appliances, furnishings, and services.
5. Survey and choose among suppliers of products or services.
6. Prepare and defend income tax returns.
7. Act as a cashier in a shop or store.
8. Deal effectively with customers.
9. Sell a product or service.

Cluster VIII B

Ability to:

1. Budget existing funds.
2. Understand and interpret a budget.
3. Present the rationale and justification for a budget.
4. Prepare budget projections based on historical analysis and cost trends.
5. Establish procedures to monitor income and expenditures.
6. Defend potential actions in terms of cost-effectiveness.
7. Establish procedures that encourage fiscal responsibility.
8. Monitor income and expenditures to exercise financial control or, when necessary, adjust existing budgets.
9. Establish and maintain financial or sales records.
10. Establish and maintain fiscal records and procedures that will meet external audit/accountability requirements.

Cluster VIII C

Ability to:

1. Establish and maintain financial or sales records.
2. Apply appropriate accounting/bookkeeping techniques in maintaining financial records.
3. Establish and maintain fiscal records and procedures that will meet external audit/accountability requirements.
4. Assess needs to determine what financial support is needed.
5. Collect and record monies due.
6. Demonstrate knowledge of laws that affect finances.

Cluster IX A

Ability to:

1. Serve attractive and palatable meals.
2. Prepare appetizing portable meals.
3. Adapt recipes to serve larger or smaller numbers of people.
4. Cook food in large quantities to serve groups of people.
5. Plan meals.
6. Use recipes and cookbooks.
7. Select, use, and care for kitchen appliances and utensils.
8. Apply safety rules in the use of kitchen equipment.

Cluster IX B

Ability to:

1. Package portable meals so as to prevent spoilage and maintain an attractive appearance.
2. Adapt recipes to serve larger or smaller numbers of people.
3. Prepare meals or adapt recipes to meet allergic problems or special diet needs.
4. Plan meals.
5. Determine the nutritional needs of those for whom meals are to be prepared.
6. Demonstrate knowledge and understanding of the basic elements of nutrition.
7. Identify and meet the special nutritional needs of patients who are acutely ill or convalescing.

Cluster X

Ability to:

1. Plan and administer a fund raising activity.
2. Manage the development of a fund raising proposal.
3. Employ the skills and materials used in fund raising.
4. Sell a product or service.
5. Raise funds from the public through a campaign.
6. Identify potential sources of financial support.
7. Obtain financial support for an activity or program.
8. Demonstrate an awareness of government programs and funding procedures.
9. Identify funding sources that can meet the needs of an individual, group, or community.

Cluster XI A

Ability to:

1. Recognize and respond to a child's need for a loving, emotionally supportive environment.
2. Provide a safe, stimulating environment for a child.
3. Recognize and treat childhood diseases.
4. Acquaint a child with family, ethnic, and cultural heritage.
5. Provide opportunities for a child to learn the value of money.
6. Facilitate learning in children by encouraging the development of communication and listening skills, social skills, special interests and talents, and by recognizing capacities and potential.
7. Help children develop a positive self-concept.
8. Help a child function as a member of a family.
9. Provide sex education.
10. Teach a child to respect the rights of others.
11. Provide consistent and appropriate discipline for a child.
12. Provide legal, moral and ethical guidance for a child.

Cluster XI B

Ability to:

1. Provide a safe environment for a patient.
2. Provide adequate substitute care for a patient or child, as needed.
3. Provide effective medical care for a patient.
4. Maintain hygenic conditions for a patient.
5. Document patient progress.
6. Maintain the supplies needed for a patient.
7. Recognize and provide for the psychological and social needs of the ill, elderly or handicapped.
8. Provide for the physical and emotional comfort of a patient.
9. Plan and help a patient enjoy appropriate exercise and recreation.
10. Encourage and aid in the development of self-sufficiency within the limits of a patient's illness or handicap.

Cluster XI C

Ability to:

1. Provide a safe, stimulating environment for a child.
2. Arrange and supervise social experiences that will promote a child's ethical and moral development.
3. Use storytelling, singing and similar skills to make life more interesting for a growing child.
4. Recognize and describe the milestones in human development.
5. Incorporate valued interpersonal qualities into a relationship with a child.
6. Develop self-sufficiency in a child.

Cluster XI D

Ability to:

1. Acquaint a child with family, ethnic, and cultural heritage.
2. Assist parents, teachers and others working with children in the selection of books, games, and toys.
3. Plan and carry out trips to concerts, dramatic presentations, museums, recreation areas, sporting events, zoos, etc., for patients or children.
4. Understand and deal with the physical, emotional, and educational needs of a child with a physical or emotional handicap, a gifted child, a child from a single parent home, or a child of a highly transient family.
5. Provide legal, moral, and ethical guidance for a child.
6. Identify emotional disturbances or learning difficulties in a child that may need professional treatment or added attention.
7. Identify and select appropriate educational environments.
8. Evaluate books and movies to determine their suitability for a child.
9. Identify resources in the community that can be used to augment school and preschool activities.

Cluster XII

Ability to:

1. Demonstrate knowledge of plant growth, care and maintenance.
2. Identify and cope with the insects, diseases, and other problems that affect plants.
3. Demonstrate skill in a particular method of growing or caring for plants (organic gardening, creating hybrids, etc.).
4. Demonstrate skills related to planting, transplanting, and pruning.
5. Demonstrate an in-depth knowledge of a particular plant and its care.
6. Provide proper care for plant products (flowers, vegetables, etc.).
7. Arrange flowers, taking into consideration the conditions and setting where they will be displayed.
8. Manage yard, landscape or garden care.
9. Plan the layout of a yard or garden and select trees, shrubs, and other plants appropriate for it.

Cluster XIII A

Ability to:

1. Describe the legal rights and responsibilities of one or more of the following: citizen, consumer, home owner, tenant, parent, volunteer worker/board member, employee, employer.
2. Select the legal services and processes appropriate for a problem (small claims court, probate court, etc.).
3. Read with understanding and interpret one or more of the following: contracts and legal agreements, insurance policies, leases, medical consent and release forms, warranties.
4. Understand and keep informed about labor laws.

Cluster XIII B

Ability to:

1. Explain the differences in various forms of home ownership and the advantages/potential problems of each.
2. Describe the legal processes related to divorce and legal separation.
3. Explain the essential elements of home lease or sales contracts.
4. Demonstrate knowledge of the laws related to food, such as, content and labeling laws, health and cleanliness laws, etc.

Cluster XIV A

Ability to:

1. Evaluate worker effectiveness in meeting goals and objectives.
2. Establish and maintain procedures to monitor work quality and quantity.
3. Help workers see the relevance of their experience to their long range career/personal development goals.
4. Develop and maintain a system of evaluative records of job performance.
5. Conduct salary administration reviews.
6. Conduct job performance reviews.
7. Prepare a staffing plan and present the rationale for it.
8. Help supervisors deal with personnel problems.
9. Maintain time and salary records for workers.
10. Plan and implement staff development programs.
11. Deal with employee relations problems and develop programs to meet employee relations needs.
12. Prepare job descriptions.

Cluster XIV B

Ability to:

1. Plan and coordinate activities.
2. Develop long-range objectives that foster organizational growth and continuity.
3. Develop specific goals and plans for an activity, operating within constraints of available time, space and personnel.
4. Evaluate worker effectiveness in meeting goals and objectives.
5. Identify the resources in personnel, money, time, materials, and authority needed to accomplish established objectives.
6. Establish priorities of the importance of each objective to goal attainment.
7. Coordinate the execution of simultaneous projects.
8. Establish work flow and work loading procedures.

Cluster XIV C

Ability to:

1. Develop and work within an agenda.
2. Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
3. Establish and maintain procedures to monitor work quality and quantity.
4. Obtain and make constructive use of negative and positive feedback.
5. Use techniques that will elicit new ideas and proposals.
6. Help workers to see the relevance of their experience to their long-range career/personal development goals.
7. Give priority to those needs and problems that are most important.
8. Select and explore problem areas relevant to organizational needs.
9. Develop practical ways of identifying needs and the related time, costs, and personnel requirements.
10. Manage effectively in high pressure situations.
11. Use techniques of crisis management.

Cluster XIV D

Ability to:

1. Deal with employee relations problems and develop programs to meet employee relations needs.

2. Obtain resources needed, both human and physical.

3. Select or recruit individuals for a variety of jobs.

4. Prepare advertisements to recruit personnel.

5. Develop and use techniques that will minimize conflicts between workers.

6. Arrange for and monitor job training of personnel.

7. Prepare staffing need projections on the basis of historical or survey data and analysis.

8. Explain the relationship between a specific job and organizational goals.

9. Use techniques of conflict resolution.

Cluster XIV E

Ability to:

1. Develop and use techniques that will minimize conflicts between workers.

2. Provide orientation for personnel new to the organization.

3. Arrange for and monitor job training.

4. Explain the psychological principles that govern people; behavior in work situations.

5. Demonstrate an understanding of individuals' needs and motives in work situations.

6. Provide positive reinforcement to keep workers involved and productive.

7. Prepare staffing need projections on the basis of historical or survey data and analysis.

Cluster XIV F

Ability to:

1. Plan and organize cooperative and competitive activities and know when each is appropriate.
2. Keep records of individual and group progress.
3. Meet accountability demands of others.

Cluster XV

Ability to:

1. Care for and maintain the equipment used in a home.
2. Make minor repairs on an automobile or other vehicle.
3. Paint, wallpaper or panel a room.
4. Observe safety precautions when using tools and equipment.
5. Do simple carpentry or construction projects.
6. Make mechanical or electrical repairs on household items.
7. Make plumbing repairs.
8. Explain the safety precautions required by potentially hazardous activities in the home.
9. Repair or replace flooring (linoleum, wood, carpet, vinyl, tile, etc.).

Cluster XVI A

Ability to:

1. Use problem solving and decision making skills.
2. Identify channels to change.
3. Select methods and gather data to document the need for change.
4. Identify areas where change is needed.
5. Develop plans for investigating a problem.
6. Compile a list of the specific needs within a problem area.
7. Identify and obtain information about one or more of the following: the groups affected by a problem; the sources of power that can facilitate or block change; and the existing programs, resources and other factors that impact on a problem.
8. Use data collection techniques, such as, interviews, surveys, and public discussions to assess the impact of different factors on a problem.
9. Describe problem areas for purposes of program development.
10. Define and delimit the basic issues in a problem.
11. Explain the process of change.

Cluster XVI B

Ability to:

1. Explain how the legislative process can be used to implement change.
2. Monitor legislative bodies', public institutions' and businesses' actions relevant to a problem.
3. Develop techniques to maintain change.
4. Explain the basic concepts relevant to a specific issue.
5. Identify the groups (both pro and con) concerned with an issue and describe their positions on the topic.
6. Identify significant individuals and groups (such as, community leaders and government officials) who can help implement change.
7. Use contacts constructively when seeking assistance with a problem.

Cluster XVII A

Ability to:

1. Gather information by locating background data, confirming facts, and identifying trends.
2. Collect background information.
3. Obtain data.
4. Process data.
5. Analyze and summarize data.
6. Make inferences from data.
7. Make conclusions and recommendations from data.
8. Obtain and verify routine factual information from individuals.
9. Make field investigations and prepare related reports.
10. Prepare reports containing factual data and documentary or other evidence.
11. Write research reports.
12. Disseminate research results to appropriate groups.
13. Obtain local, regional, cultural or social history information from letters, diaries, newspapers and similar sources.
14. Limit the focus of research by conceptualizing issues, defining variables, operationalizing measures, identifying the unit of analysis, and generating hypotheses.
15. Plan research by selecting a design, sampling techniques, and survey techniques.
16. Describe methods of research investigation.

Cluster XVII B

Ability to:

1. Use a library and other reference resources.
2. Develop and maintain a library or collection of research materials.
3. Assist with the development of bibliographies or other lists of materials on selected topics.
4. Help library or museum users locate materials by use of catalogues.
5. Assist with the circulation of library materials.
6. Determine the needs of library or museum users and refer them to the appropriate materials.
7. Set up and maintain library or museum collections.
8. Analyze the appropriateness of library or museum materials for different groups of users.
9. Develop and maintain a collection of materials relevant to a specialty.
10. Evaluate the appropriateness of nonprint materials (films, records, etc.) for specific groups or activities.

Cluster XVIII A

Ability to:

1. Make a training plan.
2. Prepare and evaluate reports on training programs.
3. Develop training manuals for others to use.
4. Administer a training program.
5. Conduct a training session.
6. Help those being trained see the relevance of their training to their long-range career goals.
7. Evaluate the training programs of others.
8. Use different role-playing techniques in training.
9. Determine the suitability of various training approaches to individuals with different backgrounds and experiences.
10. Develop positive attitudes toward learning.
11. Select instructional material and techniques appropriate to learner background and experience.
12. Develop and maintain a library of materials for use in training.
13. Identify training needs.
14. Train others to do specific jobs or tasks.

Cluster XVIII B

Ability to:

1. Administer or direct a youth group.
2. Work with school age children.
3. Work with preschool age children.
4. Teach games, crafts, songs, dances, interpersonal skills, socialization and democratic processes.

Cluster XVIII C

Ability to:

1. Plan a group program.
2. Develop and use techniques that arouse curiosity and discussion.
3. Use audiovisual materials in conjunction with lectures.
4. Develop written materials to use in lectures.
5. Explain the criteria on which to judge lectures.
6. "Read the nature" of a group during the first ten minutes of a lecture and modify the remainder of the presentation as appropriate.
7. Modify the information given in a lecture to suit audiences of various ages.
8. Deliver a lecture without notes but following a suggested outline.

Cluster XVIII D

Ability to:

1. Establish a good working relationship with a learner.
2. Develop positive student attitudes toward learning.
3. Encourage and support a learner.
4. Identify learner needs and difficulties.
5. Plan a lesson or a series of lessons.
6. Pace instruction at a speed appropriate to the learner.
7. Set and monitor the attainment of instructional objectives.
8. Explain and apply different learning theories.
9. Use various teaching methods and materials.
10. Determine learner interests and plan instructional activities around them.
11. Evaluate learner progress.
12. Use questioning techniques appropriate to instructional objectives.
13. Demonstrate knowledge of human growth and development in instructional planning.
14. Select activities that will help individuals learn the desired skills and/or attitudes.

APPENDIX E

Draft of Women's Workbook

Project HAVE Skills

A Program to Help Women Use
Their Homemaking and Volunteer Experience Skills
in Finding and Advancing in Paid Jobs

DRAFT

Women's Workbook

HAVE Skills

A PROGRAM TO HELP WOMEN USE
THEIR HOMEMAKING AND VOLUNTEER EXPERIENCE SKILLS
IN FINDING AND ADVANCING IN PAID JOBS

INTRODUCTION

The main purpose of this workbook is to help women who are entering or returning to paid work after spending several years as homemakers and volunteers. However, this material can also be helpful to women who are currently in the labor force.

We know that women learn a great deal from their unpaid work in the home and the community. This workbook is intended to help women identify the job-relevant skills they have learned as homemakers and volunteers and match these skills with those needed in paid jobs.

Our society is becoming increasingly aware of the need to remove artificial barriers to the employment of women in order to achieve equality of opportunity. A leaflet on Equal Employment Opportunity published by the United States Civil Service Commission says:

> Many State and local governments do not permit consideration of volunteer or other unpaid work when they evaluate the experience of applicants for employment. This policy impacts adversely on minorities and women. Minorities and women have been excluded from jobs which might give the experience necessary to qualify for better jobs. In addition, women more than any other group of employees interrupt their careers for a period of time to assume the responsibilities of having children and raising them. Nevertheless they have engaged in productive volunteer activity from which they have developed knowledges and skills. This experience enhances their value as prospective employees and ought to be recognized.

Employers are increasingly using volunteer work and other unpaid work experience as a way of "screening in" rather than "screening out" employees, according to an article in Business Week (May 21, 1979). This article describes how several women used volunteer work experience to enter paid jobs.

- Barbara Sudler drew on the administrative experience she gained from homemaking and volunteer work to become the director of Historic Denver, Inc.
- Elizabeth Mohr used her 16 years of volunteer experience, including four years volunteering with the Atlanta Public Library, to get a job at the library as a public information officer.
- Patricia Bashaw combined her paid work experience as a teacher and her volunteer work skills to become an industrial relations representative for Memorex in California, where she runs training and management development programs.

Another article (Ladies Home Journal   ) describes how one woman moved from volunteer work for her local library to a paid job as a fund-raiser for a college and, then, moved to a job as an advertising executive.

Judy Hybels described her research about adult women currently holding paid jobs in testimony before the U.S. House of Representatives. She reported that 44% of the women in jobs involving public relations work said that they developed their job skills partly or totally through volunteer work experience, as did 39% of women in management jobs, 28% in counseling, 25% in teaching, 23% in bookkeeping, 22% in clerical work, and 20% in research and writing.

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Our experience with women like those described above led to the development of Project HAVE Skills.

What is Project HAVE Skills? Project HAVE Skills stands for Homemaking And Volunteer Experience Skills. One major activity has been to conduct a survey of the kinds of skills women develop as homemakers, parents, community activists, and volunteers. A survey of employers was also made to find out what paid jobs use these skills. On the basis of the survey results, a chart was developed to help women, counselors, and employers match homemaking and volunteer skills with paid jobs. The final products of the project are this workbook and other similar workbooks for counselors and for employers.

Project HAVE Skills was supported by a grant from the Women's Educational Equity Act Program. This government program supports the development and dissemination of a wide variety of materials which will further educational equity for women, including materials which will increase the opportunities of underemployed and unemployed adult women.

Plan of This Workbook. The remainder of this workbook is divided into four chapters. The first chapter contains an overview and general discussion of the questions asked by women returning to paid work. The second chapter provides you with working space to review your own experience and identify your skills. In the third chapter you will match your skills to jobs by using the Job-Skill Chart. The last chapter will help you develop your own job-search plan. We hope that this workbook will help you in finding a job that uses your skills and talents.

CHAPTER I

QUESTIONS ASKED BY WOMEN RETURNING TO PAID WORK

Today over half of all adult women are in the paid work force. Many of these women, however, have not had the same kind of continuous work experience that is common for men. For example, women often stay at home when their children are young and return to paid work when their children are older or when changes in family circumstances require it.

Many women, not presently in the work force, need or want to find a paid job. Whether these women are reentering paid work after a period of absence or entering such work for the first time, certain questions seem to arise during their job search. Some of these questions are:

What Can I Do about My Lack of Recent Paid Work Experience? Some times employers and even women themselves believe that the time that a woman spends outside of paid work is of no value. This erroneous belief limits women's employment opportunities. Many women returning to the labor force feel that the lack of recent paid work experience is a major obstacle in obtaining employment. One indication that employers fail to consider unpaid work experience is that job application forms often do not provide space for describing these activities. We believe that it is important for a job applicant to describe her unpaid work activities on an application in the same way as she would describe paid work activities. More information about how to do this will be given in Chapter IV.

Another way for women to deal with the lack of recent paid work experience is by developing a functional resume. A functional resume describes the activities in which you have engaged, the skills you have acquired, and your accomplishments. Such a resume can be attached to any job application you make. More information about developing a functional resume will be given in Chapter IV.

A third way of counteracting the problem posed by a lack of recent paid work experience is to use the contacts you have made in your work in volunteer organizations and in the community. These people already know your skills and abilities and are more likely to help you find work or to employ you than people who know nothing about your accomplishments. You should talk with these people to find out if they can tell you about job openings. You can also ask these people to provide you with references when you apply for a job.

How Can I Tell If I Have Job-Relevant Skills? Too many women feel that, because they have been homemakers, mothers, community organizers, and volunteer workers, they do not have skills that are useful in paid jobs.

Adult women in Project Second Start in Brooklyn, New York, found that they had developed a variety of job-relevant skills from their unpaid work.
These included:

- organizational, managerial and leadership abilities acquired through experiences in community planning and politics, and from belonging to tenants' rights, women's rights, and religious groups;
- technical and professional skills, such as, accounting, editing, researching, and translating;

- recreational and cultural skills acquired through experience in the theater, arts and crafts, music, the dance, painting and decorating; and
- skills in health, education and welfare, from working with children, youth groups, and the aged either in the home or in child care facilities, counseling centers, and hospitals.

When you think about your unpaid work experience, be sure to include all the kinds of volunteer work and community service you have done. Don't think of volunteers in the old-fashioned way as "Lady Bountiful" bringing food or cast-off clothing to a needy family once or twice a year. Today volunteers do many different things. If you hold an elected or appointed position in your community, such as, serving on a school board, city council, library board, Tribal Council, or Migrant Council Board, you are a volunteer. If you are an unpaid officer in your union or business group, you are a volunteer. If you have organized or worked in a civil rights, tenants' rights, or welfare rights group, you are a volunteer. If you have lobbied for new or changed laws, you are a volunteer.

You may have done some of the things described above, or you may have done different things. What is important is that you begin to think about your own skills and experiences. You will probably discover that some of the things you can do are things done by many other women. You will also find that you can do things that very few other women can do. All of your skills are important and should be considered as you prepare to find a job.

How Can I Find a Job Using My Skills? After you have thought about the things you are able to do, you are ready to take the next step. This is to discover what kinds of jobs use the skills that you have.

In the past, this step has been one of the most difficult for women returning to work. Most people know about a few jobs that they have seen done by their friends or members of their families. They have little or no idea about what kinds of skills are required in other jobs.

Additionally, adult women who held paid jobs earlier in their lives may feel that the only kinds of paid jobs they can return to are the same kinds of jobs they had when they were younger. These women forget that they have changed in their years as homemakers and that they have learned new skills and developed new interests. They also often fail to see that these new skills and interests may be job-related.

To help you discover the kinds of jobs which use your skills, this workbook includes a Job-Skill Chart. This chart will let you pick out the kinds of jobs which use your volunteer work and homemaking skills. Chapter III explains how the chart was developed and how to use it.

How Can I Avoid Low Paying and Sex-Stereotyped Jobs? Because many adult women returning to work often need to find a job that pays well enough to support them and their family, most working women are concentrated in a very few traditionally female jobs, such as, office workers, waitresses and sales clerks. According to the U.S. Department of Labor, over one-third of all working women are employed in clerical work; about two-thirds of all working women are in clerical work, service, or sales jobs; relatively few women are employed in administrative jobs, construction work or scientific and technical jobs. However, many of the jobs with the highest salaries and best future prospects are in these areas in which few women are now working. One part of your job search should be to learn which jobs are expected to expand and which jobs women will be particularly welcome at least in part because of efforts to overcome traditional exclusion.

In thinking about your skills, you may see that you have gained, through your work with community and volunteer groups, the kinds of interpersonal and managerial skills that are needed in high level supervisory and administrative jobs but that you lack technical skills that are required in order to start up the administrative job ladder. The best solution in such situations is to identify ways in which you can learn these technical skills. One way might be to obtain vocational education in a local junior or community college, a technical institute, or another similar educational institution. Another way would be to find a "trainee" job or a volunteer or paid job which will give you on-the-job training in the skills you wish to learn. It is important to think about the kind of job you want eventually and to plan how to get there rather than taking a dead end job.

Your job planning should include not only an assessment of your skills but also an assessment of the job opportunities. Your job should not only match your current skills but it should also give you the chance to learn new skills and to grow as a person.

CHAPTER II

IDENTIFYING YOUR SKILLS

The Project HAVE Skills approach to finding a job has three parts: (1) identifying your skills; (2) matching your skills to one or more jobs by using the Job-Skill Chart and/or studying job requirements; and (3) planning a search for the job or jobs that match(es) your skills and needs. In this chapter we will help you to identify your skills.

Reviewing What You Have Done. The first step in identifying your skills is to think back over all the things you have done: your homemaking activities, the things you have done as a parent, your volunteer work and community service, as well as, your education and any paid work you have done.

As you think about your homemaking and volunteer work, it may help you to make a list. Start with the things that you are doing now, then the things that you did last year, then the year before that, and so on. The worksheets on the next two pages will help you.

WORKSHEET #1

Homemaking and Volunteer Work Activities

This year: ____

Last year: ____

Year before that: ____

Before that: ____

Before that: ____

WORKSHEET #1
(continued)

Before that: ______________________________

Before that: ______________________________

Before that: ______________________________

Before that: ______________________________

Before that: ______________________________

Before that: ______________________________

(Use blank paper if you need more space.)

Typical Homemaking Experiences. What are some of the kinds of homemaking experiences that other women have listed?

An analysis of over 800 tasks done by more than 200 Colorado homemakers produced the following list of common activities:

- Managing money.
- Caring for and improving self.
- Meeting nutritional needs.
- Providing for family health and safety.
- Providing for housing.
- Providing and caring for clothing and textile products.
- Managing time.
- Cleaning and maintaining the home.
- Providing for transportation.
- Planning social events and entertaining.
- Maintaining yard and garden.
- Caring for pets.

A survey of over 130 women preparing to re-enter the paid work force found that they had done many of the things listed above. They had also done many of the following:

- Evaluated and purchased food.
- Provided home health care.
- Identified community resources and obtained needed services.
- Painted, wallpapered, set tile, etc.
- Interior decoration.
- Finished or refinished furniture.
- Sewing and needlework.
- Supervised automobile maintenance.
- Set priorities.
- Electrical wiring and small appliance repair.
- Home carpentry and construction.
- Planned travel, vacations, and recreation.

A separate analysis of the parenting activities of these women showed that they had often:

- Cared for infants.
- Supervised children.
- Provided religious or ethical values instruction.
- Provided sex education.
- Selected appropriate toys, books and games.
- Evaluated and selected child care arrangements.
- Provided first aid for injuries.

If any of these homemaking and parenting activities are things that you have done but have forgotten to put on your list, go back and add them to your list now. If they have reminded you of other things that you have done but not on your list, add these things as well.

Kinds of Volunteer Experiences. What are some of the kinds of volunteer work that people do? The following list describes different kinds of volunteer programs. The length of this list is misleading; few people have done more than two or three of the things listed. Experience in just one area may be your bridge to a paid job.

Some Varieties of Volunteer Work Experience

Administration and Organization

Recruiting and selecting volunteer workers.
Training others to work in volunteer programs.
Organizing volunteer bureaus.
Coordinating volunteers.
Supervising other volunteer workers.
Directing, controling and planning the activities of other volunteers.
Holding office in an organization.
Managing projects.
Chairing committees.
Planning future volunteer/organization programs/activities.
Being responsible for financial planning or management.
Doing typing, filing and office work for a volunteer group.

Civic Affairs and Civil Rights

Registering voters.
Proposing legislation.
Lobbying for new or changed laws.
Studying local/public issues.
Encouraging voter interest in government.
Informing the public about political candidates, parties or processes.
Investigating and correcting age, race, or sex discrimination.
Developing interracial or interethnic programs.

Communications/Public Relations

Speaking before groups.
Obtaining and scheduling speakers/programs.
Writing or editing newsletter.
Writing press releases, radio/TV scripts.
Contacting local news media, place material in local news media.
Creating advertisements and other promotional material.

Communications/Public Relations (continued)

- Writing or designing posters and brochures.
- Planning and writing public information/educational materials.
- Translating, interpreting.
- Distributing printed materials.
- Promoting programs and projects.

Community Service

- Serving on government advisory bodies.
- Serving on appointed boards and committees.
- Organizing self-help groups.
- Organizing groups and planning citizen action.
- Participating in community improvement projects.
- Holding elective office.
- Organizing coalitions of/cooperation among community groups and organizations.

Consumer Service

- Helping people learn how to budget and use credit.
- Setting up and operating cooperatives and buying groups.
- Helping people learn how to evaluate products and services.
- Helping people learn how to buy wisely and to shop for the best values.
- Investigating consumer complaints.

Cultural Activities

- Teaching art, music, dance, etc.
- Performing as an actor, dancer or musician.
- Setting up theatrical and musical programs.
- Promoting cultural events.
- Bringing theater, art, music to schools and neighborhood groups.
- Acting as a guide or lecturer in a museum or art gallery.
- Handling ticket sales or audience development for cultural activities.
- Caring for (conserving) art or other museum items.

Education

- Teaching groups of children or adults.
- Individual tutoring of a child or adult.
- Improving literacy.
- Teaching English as a second language.
- Identifying talented students.
- Providing books and other educational material.
- Keeping children in school and returning dropouts.
- Providing scholarships.
- Improving library services.
- Serving as teacher aide or class administration aide.
- Providing educational advice and counseling.
- Advising or helping with educational programs for special populations.
- Advising on financial aid.
- Serving as a special skill advisor.

Counseling

Referring others to sources of assistance or information.
Individual counseling of child, adolescent or adult.
Operating a telephone "hot line" for crisis assistance or advice.
Working with self-help or self-improvement groups.
Group counseling of children, adolescents, or adults.

Employment

Finding or developing jobs.
Career or job counseling.
Operating job placement services.
Providing job orientation.
Providing skill training.
Managing career fairs.
Providing arbitration/conciliation/mediation services.

Entrepreneurship

Assisting people set up their own businesses.
Providing business advice and consulting.
Providing management training.
Providing financial assistance for new businesses.
Selecting, pricing, and selling items.
Providing and selling a service.
Operating a volunteer organization shop.
Organizing a sale or auction.

Environment

Operating a recycling program.
Making an environmental impact analysis.
Enforcing antipollution codes.
Working on cleanup or sanitation projects.
Serving as a pesticide or safety advisor.
Restoring land.
Monitoring environmental quality and conditions.
Energy conservation advisors.
Creating playgrounds and parks.

Family and Youth Services

Serving as big sister, big brother.
Operating day care programs.
Organizing or working in cooperative nursery schools.
Providing foster care.
Leading youth groups.

Fund Raising

Developing a coordinating fund raising.
Doing door-to-door or telephone fund raising.
Investigating potential sources of financial support.
Preparing fund raising proposals.

Health and Mental Health

Working as a hospital technical aide.
Working as a first aid or rescue squad member.
Working with physically handicapped.
Working with mentally ill or emotionally disturbed.
Assisting those with drug or alcohol problems.
Visiting the ill in hospitals or nursing homes.
Working as a rehabilitation technician or aide.
Working as a home health care aide.
Educating others in health care and maintenance.

Housing

Improving or repairing rundown housing.
Relocating people.
Investigating fair housing opportunities.
Negotiating between tenants and landlords.
Working as a fire and safety inspector.
Cleanup aides.
Working as a neighborhood guard or monitor.
Being a pest control worker.

Legal Rights and Crime Prevention

Working as a probation aide.
Improving police community relations.
Working in prisoner rehabilitation programs.
Working in juvenile delinquency prevention programs.

Nutrition

Providing meals on wheels.
Feeding helpers for ill or handicapped.
Working as a nutrition advisor.
Providing school lunch programs.
Preparing and/or distributing emergency food.

Recreation

Providing play activities.
Coaching sports.
Teaching arts and crafts.
Developing community recreation programs.
Vacations and parties for children, aged, handicapped, etc.

Social Support Services

Serving as a companion to shut-in.
Working as an eligibility and assistance advisor.
Working as a shopping assistance helper.
Working as a reader and form filler.
Serving as a representative payee or guardian.

Transportation

Chauffering.
Operating a driver education program.
Operating driver safety and training programs.
Providing bus, train, plane, station information and assistance.
Serving as a bus or van driver.
Arranging car pools.
Improving route and street signs.
Providing information and service assistance for travelers.

Do any of these remind you of volunteer work that you have done? If so, go back and add it to your list.

Now, let's look at what another woman has written about her homemaking and volunteer experience.

> Jane Jones is 45 years old. She has three children, a boy 22, a girl 19, and a boy 15. Her husband died two months ago. Jane worked in a local department store for two years after she graduated from high school. She stopped working when she got married. She has done some part-time work as a waitress during the last five years to meet family medical and educational expenses.

Here is some of what Jane wrote:

This year: Reorganizing family budget. Home nursing for husband. Helping youngest with school work Cooking. Cleaning. Fund raising for hospital.

Last year: Learned how to help youngest cope with his learning disability. Managed hospital gift shop. Helped daughter decide what to do after high school.

Year before that: Worked in hospital gift shop. Took non-credit course on learning disabilities to find out more about youngest's problems. Ran sale for Parent-Teacher Organization.

Now, you are ready to make a list of the things you have learned and you are able to do as a result of these homemaking and volunteer work activities.

To help you do this, we have prepared what we call "I Can" lists for each of ___ skill areas. Take time now to read through these lists. The lists describe some of the skills of other women who have homemaking and volunteer work experience in these areas. Remember when you read through each list that you should not expect to be able to do all these things. Most women have only a few of the skills on any "I Can" list. No one person is exactly like any other. Your list of skills will be different from these. You may have other, additional skills that other women have not mentioned. There is a space at the end of each list for you to add the other things you can do.

After you have read through these "I Can" lists, you are ready to write your own set of lists. Use Worksheet #2 to make your lists. If you use the items from the "I Can" lists in this book, you may want to rewrite them to make them more specific to your own experience. Be sure to add all your other special skills, and any others that are not on our lists.

COMPETENCY LISTS

HOMEMAKER LISTS:

1. ANIMAL CARE SPECIALIST
2. CHEF/COOK
3. CHILD CARETAKER
4. CLOTHING AND TEXTILE SPECIALIST
5. HOME DESIGNER
6. HOME HORTICULTURIST
7. HOME MAINTENANCE TECHNICIAN
8. HOME NUTRITIONIST
9. MANAGER OF HOME FINANCES
10. PROVIDER OF HOME HEALTH CARE

VOLUNTEER LISTS:

11. ADMINISTRATOR/MANAGER
12. ADVOCATE/CHANGE AGENT
13. BENEFIT SALES WORKER
14. COMMUNITY RESOURCES SPECIALIST
15. CONSUMER RIGHTS SPECIALIST
16. COUNSELOR
17. EMERGENCY MEDICAL TECHNICIAN
18. FINANCIAL MANAGER
19. FUND RAISER
20. GROUP LEADER FOR A SERVING ORGANIZATION
21. HEALTH/MENTAL HEALTH CARE INSTITUTION VOLUNTEER
22. LEGAL RIGHTS SPECIALIST
23. LIBRARY ASSISTANT
24. MUSEUM STAFF ASSISTANT (DOCENT)
25. PERSONNEL MANAGER
26. PROBATION INVESTIGATOR
27. PROBLEM SURVEYOR
28. PUBLIC RELATIONS/COMMUNICATOR
29. RECREATION WORKER
30. RESEARCHER
31. TRAINER
32. TUTOR/TEACHER'S AIDE
33. YOUTH GROUP LEADER

ANIMAL CARE SPECIALIST

An animal care specialist is knowledgeable about the needs of one or more types of animals and can provide for their breeding, raising, training, and health care.

As an animal care specialist, I can:

- Breed and raise pets.
    - Dogs.
    - Cats.
    - Horses.
    - Birds.
    - Fish.
    - Gerbils, hamsters. etc.
- Housebreak a pet.
- Groom a pet.
- Provide appropriate food, housing and sanitation for a pet and explain the reasons for my choices.
- Explain the basic principles in breeding pets (cross breeding, inbreeding, etc.).
- Train a pet.
    - Obedience training.
    - Training for pet shows.
    - Tricks.
- Show a pet in a competition.
- Judge a pet show.
- Break and train a horse for riding.
- Describe common pet health problems and how they can be prevented.

- Care for an ill pet and describe the reasons for my actions.
- Provide emergency first aid for an injured pet.
- Assist a veterinarian in medical procedures for pets.
- Describe the laws, regulations, and procedures involved in raising and selling pets.
  - Pet control.
  - Pet licensing.
  - Pet registration.
- Explain the dietary considerations necessary in maintaining a wildlife feeding station.
- Identify locally common wildlife.
  - Birds.
  - Fish.
  - Mammals.
  - Reptiles.
  - Insects.
- Serve as a guide or resource person at a nature center (see Museum Aide).
- Provide health care and maintenance for injured wildlife.
- Breed and raise farm animals.
  - Chickens, turkeys or other fowl.
  - Cows.
  - Goats.
  - Horses.
  - Sheep.
- Explain the basic principles in breeding farm animals.
- Provide appropriate food, housing, and sanitation for farm animals and describe the reasons for my choices.

- Describe how farm animals are judged and shown.
- Explain what is involved in raising hens to obtain eggs.
- Explain what is involved in raising cows or goats to obtain milk.
- Explain what is involved in raising sheep to obtain wool.
- Explain what is involved in raising farm animals to obtain meat.
- Describe the common health problems of farm animals and how they can be prevented.
- Care for an ill farm animal and describe the reasons for my actions.
- Assist a veterinarian in medical procedures for farm animals.
- Provide emergency first aid for injured farm animals.

CHEF/COOK

A chef/cook prepares food for others, taking into account costs, nutrition, and preferences.

As a chef/cook, I can:

- Serve attractive and palatable meals, taking into account:
  - Color, texture and appearance.
  - Nutritional needs.
  - Budget considerations.
  - Common food likes and dislikes.
- Prepare appetizing portable meals.
  - For invalids and shut-in.
  - For picnics and outdoor meals.
- Package portable meals so as to prevent spoilage and maintain an attractive appearance.
- Adapt recipies to serve large or smaller numbers of people.
- Cook food in large quantities to serve to groups of:
  - Preschool children.
  - School age children.
  - Adults.
  - Ill or hospitalized individuals.
  - Elderly.
- Prepare meals or adapt recipies to meet allergy problems or special diet needs.
- Prepare food specialties for a regional, ethnic or cultural group.
- Identify the nutritional values in the meals I prepare (see Nutritionist).
- Evaluate the cost and nutritional values of alternative methods of preparing the same foods (see Nutritionist, and Consumer Rights Specialist).

- Utilize regional and seasonal foods.
- Plan meals taking into consideration:
  - Nutrition.
  - Appearance, color and texture.
  - Costs.
  - Preparation time.
  - Special diets.
  - Availability.
  - Leftovers.
- Determine the nutritional needs of those for whom I prepare meals (see Nutritionist).
- Store food to preserve nutritional qualities and prevent spoilage.
- Describe common food spoilage problems and how they can be prevented.
- Read food labels to evaluate quality and weight of contents.
- Evaluate fresh fruit and vegetables for freshness.
- Evaluate meat, fish and poultry for quality and freshness.
- Determine the appropriate quantity of food to buy.
- Utilize recipies and cookbooks.
- Prepare food according to a variety of methods.
- Freeze or can food for later use.
- Select, use and care for kitchen appliances and utensils.
- Use kitchen equipment safely.
- Conserve energy in food preparation and storage.
- Plan and prepare nutritious snacks.
- Compare the cost and nutritional value of convenience food, "junk" food, and home prepared equivalents (see Nutritionist, and Consumer Rights Specialist).

- Serve food in an attractive manner.
- Utilize garnishes to make a meal more appealing.

CHILD CARETAKER

The child caretaker is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the child caretaker must assess the child's needs, identify the appropriate care and implement such care within the financial, spatial and temporal limitations of the particular setting within which the child resides.

As a child caretaker, I can:

- Identify the nutritional needs of the child (see Home Nutritionist), including:
    - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formula, vegetable milk formula).
    - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
    - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.
- Recognize and respond to a child's need for a loving and emotionally supportive environment.
- Identify and provide a safe stimulating environment for a child, including:
    - Providing safe bedding for an infant.
    - Providing stimulating play environment appropriate for a preschool child.
    - Teaching a growing child to develop safe play procedures; developing an appropriate balance between a child's need for exploratory activity and requirements of safety.
    - Teaching school age children how to identify safe play areas.
    - Purchasing or making materials to develop a child's intellectual and physical growth.

  - Teaching the child games and activities appropriate to her/his age and interests.
- Make effective use of medical services for the child, including:
  - Consulting doctors regarding preventative medicine, and immunizations, etc.
  - Obtaining emergency medical services when necessary.
  - Determining the extent of public medical facilities and deciding when it is appropriate to use them.
- Arrange and supervise social experiences for a child which will promote ethical and moral development.
- Identify and select appropriate educational environments, including:
  - Choosing appropriate child care and preschool facilities when needed.
  - Consulting with school staff regarding the child's educational development.
  - Consulting with school staff regarding the child's social/emotional, physical, and cognitive development.
  - Maintaining an ongoing involvement in the child's education.
- Identify and provide appropriate clothing for a child at different stages of development (see Clothing and Textile Specialist), including:
  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when traveling or moving to a different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).
- Evaluate books and movies and determine their suitability for a child.

- Identify resources in the community which can be used to augment school and preschool activities, including:
  - Playground facilities.
  - Art and craft workshops.
  - Libraries and museums.
  - Dance and music programs.
  - Sports programs.
  - Youth groups (religious, scouting, etc.).

  (See Community Resources Specialist.)
- Demonstrate skills which help make life interesting to a growing child (e.g., storytelling, singing, etc.).
- Identify resources in the community which may be utilized to improve the living conditions for the child, including:
  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, medicaid, food stamps).
  - Direct benefits to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefits to the child (such as: counseling services, Parents-without-Partners, etc.).

  (See Community Resources Specialist.)
- Recognize and treat childhood diseases, including:
  - Identifying such diseases and describing their symptoms.
  - Determining what immediate remedy is needed.
  - Describing books which are helpful resources in dealing with childhood diseases.

- Describing emergency procedures for various conditions.
- Consulting medical personnel when necessary.

(See Provider of Home Health Care.)

- Describe and recognize the milestones in human development.
- Identify emotional disturbances or learning difficulties in a child which need professional treatment or added attention, and obtain appropriate consultative advice.
- Recognize the nonverbal cues and behaviors which indicate tensions or problems.
- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:
  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for his/her behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society and to assist the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express his/her emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discuss the basis for this approach.

- Describe ways to develop self-sufficiency in a child.
- Demonstrate my understanding of the special needs of a child with a physical or emotional handicap, of a gifted child, of a child in a single parent home, of a child of a highly transient family, etc., including:
  - Physical needs.
  - Emotional needs.
  - Educational needs.
- Identify the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs.
- Provide opportunities for a child to learn the value of money.
- Facilitate learning by:
  - Encouraging the development of communication and listening skills.
  - Encouraging the development of social skills.
  - Encouraging the development of special interests and talents.
  - Recognizing capabilities and potential.
- Acquaint my child with our family, ethnic, and cultural heritage.
- Help a child develop a positive self concept.
- Provide consistent and appropriate discipline.
- Provide sex education.
- Help the child function as a member of the family:
  - Involvement in decision making.
  - Recognition of the needs of others in the family.

- Maintain relationships with extended family.
- Encourage togetherness and mutual support.
- Teach a child to respect the rights of others.

CLOTHING AND TEXTILE SPECIALIST

A clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, bed and table linens, etc.).

As a clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:
  - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.).
  - Pliability and structure.
  - Differences in method of production.
  - Relative costs.
  - Terms used to describe these materials or their properties.
- Analyze the wearing apparel needs of people, taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.
- Select coordinated clothing items.
- Select complementary clothing styles and colors.
- Demonstrate skills used in producing clothing or home textile products by:
  - Using patterns, according to accepted standards, to make clothing or other home textile products.
  - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
  - Creating my own patterns from which to make clothing or other home textile products.

- Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
- Describing the process I use to create, design, and implement a textile related idea.
- Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).
- Showing how different fibers produce different effects.
- Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.

- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:
  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.
- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).
- Discuss the history of textiles and describe how methods and materials have changed.
- Identify the technique, period, and origin of various textiles and/or clothing samples.
- Evaluate the quality of clothing, rugs, curtains, linens, and other textile items (see Consumer, and Home Designer).
- Select home textile items (curtains, linens, etc.), taking into consideration:

- Cost.
- Durability.
- Ease of maintenance.
- Color and style (see Home Designer).

HOME DESIGNER

A home designer plans the decor and other characteristics of a house or apartment and carries out or arranges for and oversees the implementation of these plans.

As a home designer, I can:

- Select living quarters which meet family tastes and needs, taking into account:
  - Location (access to schools, work, shopping, recreation, family and friends, freedom from hazards, noise, problems, etc.).
  - Cost (mortgage, rent, taxes, owner's fees, etc.).
  - Availability of services and utilities.
  - Design.
  - Structural quality.
  - Room arrangement and traffic flow.
  - Number and type of rooms.
- Develop a plan for interior design.
  - Analyze the physical elements to be considered in planning and decorating a room (dimensions, placement of windows, heating system, etc.).
  - Analyze the nonphysical elements to be considered in home design (use by children, aged, or handicapped; cleaning, and preservation of decor; flexibility, family values, etc.).
  - Analyze how resources currently available can best be used (existing furniture, carpeting, accessories, etc.).
  - Determine possible changes or additions and the cost and consequences of each.

- Develop a multi-stage decorating plan if resources are not available to implement all desired changes.
- Apply principles of color, texture, and design in home decorating.
- Create original home designs.
- Describe and demonstrate how color, light, and space can be used to alter room appearance.
- Identify aesthetic guidelines for evaluating and planning home design (balance, proportion, etc.).
- Research products or materials with which I am unfamiliar.
- Research architectural and home furnishing styles of historical or regional interest.
- Prepare scale drawings of a room or house for use in decorating or in historical restoration.
- Identify resources which can aid me in restoring an older home or in assessing the value of a new one.
- Determine furniture needs.
- Restore, refinish and recycle furniture (see Home Maintenance Technician).
- Arrange furniture in an attractive and functional manner.
- Select upholstery or slip covers for furniture taking into consideration:
  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.
- Upholster furniture.
- Make slip covers.
- Evaluate quality when selecting household goods and furniture (see Consumer Rights Specialist).
- Determine floor treatments and floor covering needs.

- Finish and refinish wooden floors (see Home Maintenance Technician).
- Select rugs, carpets and other floor coverings taking into consideration:
  - Cost.
  - Existing condition of the floor.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.
  - Traffic flow in area.
- Install linoleum, vinyl tile, or similar floor coverings (see Home Maintenance Technician).
- Install wall-to-wall carpeting or carpet tiles (see Home Maintenance Technician).
- Determine wall treatments.
- Select paint, wallpaper, or other wall treatments taking into consideration:
  - Cost.
  - Existing condition of the walls.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.
- Paint a room (see Home Maintenance Technician).
- Wallpaper a room (see Home Maintenance Technician).
- Panel a room (see Home Maintenance Technician).

- Select ceiling treatment taking into consideration:
  - Cost.
  - Existing condition of the ceiling.
  - Ease of maintenance.
  - Color, texture and style.
  - Noise levels and need for noise control.
- Install ceiling tiles (see Home Maintenance Technician).
- Manage yard and garden care (see Home Horticulturist).
- Manage the redecoration of a room or home:
  - Determine which tasks I can do.
  - Select people to do the work.
  - Read and interpret contracts and warranties (see Legal Rights Specialist).
  - Explain my legal recourse if the work is improperly done, if furniture or goods are faulty, etc. (see Consumer Rights Specialist, and Legal Rights Specialist).
  - Determine the best means of financing the redecoration (see Consumer Rights Specialist, and Financial Manager).
- Identify and correct conditions in the home which are fire or safety hazards.
- Prevent home conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.).
- Select household goods and products that do not present hazards.

HOME HORTICULTURIST

A home horticulturist is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) of trees, fruits, vegetables, flowers, and ornamental plants.

As a home horticulturist, I can:

- Demonstrate my knowledge of the environmental influences which affect plant growth by:
  - describing the properties of various kinds of soil including:
    - how to test the soil.
    - how to change soil properties.
    - the kinds of plants which need or provide various soil properties.
    - how to improve soil drainage or prevent erosion.
    - how to get assistance with soil problems.
    - how to mix fertilizers appropriately.
    - how to prepare compost or alter the soil properties organically.
    - how to prepare soil prior to planting.
    - how to maintain soil after the growing season - if outdoors.
    - an explanation of any tools freqently used in soil work.
  - describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.
- Demonstrate my knowledge of the biological functioning of plants by:
  - naming all the parts of various kinds of plants and the function they serve for the plant.

- describing the process by which a plant gets its nourishment.
- describing the process of regeneration for various kinds of plants.
- describing the classification system used in ordering plants into groups.

- Demonstrate my knowledge of planting and transplanting procedures by:
  - identifying the special care to be taken while transporting and transplanting a tree, shrub, or plant.
  - describing the qualities of a plant to be considered prior to purchasing or transplanting.
  - describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
  - selecting appropriately between the varieties of plants or seeds available to me.
  - demonstrating planting techniques.
  - selecting containers appropriate for various types of ornamental and/or indoor plants.
- Demonstrate my knowledge of hazards effecting plants and how to remedy them by:
  - describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plant I grow (bees and cross-pollination, lady bugs which eat aphids which eat leaves, etc.).
  - detecting and diagnosing plant damage effectively.
  - preventing damage to plants from insects and animals by using organic and/or inorganic methods.
  - using various methods of weed control.

  - describing the cost/effectiveness aspects of the various methods of insect and weed control described above.
  - describing the resources available to me to obtain assistance with these kinds of problems.
  - using and explaining any tools or materials used in pest or weed control.
- Demonstrate my knowledge of plant maintenance by:
  - arranging my resources to allow for optimum plant maintenance.
  - diagnosing a need for a change in maintenance procedures and proceeding to test my diagnosis.
  - providing the care that various different plants need for optimum growth.
  - harvesting effectively.
- Demonstrate my knowledge of a particular method, or part of a method, of growing or caring for plants (organic gardening, creating hybrids, etc.).
- Demonstrate my in-depth knowledge of a particular kind of plant and its care.
- Demonstrate my knowledge of harvesting vegetables, fruits, and flowers.
- Demonstrate my knowledge of the proper care for plant products (flowers once they have been cut; vegetables once they have been harvested).
- Demonstrate knowledge and techniques of plant pruning:
  - facilitating growth and/or flowering.
  - seasonally.
  - after transplanting.
  - for ornamental effects.

- Demonstrate my knowledge and skills as a landscape architect, including:
  - evaluating and planning growing space based on needs and use.
  - selecting trees, plants, paving, etc., appropriate to the site and use.
  - changing outdoor areas in accordance with changing capabilities for care and maintenance.
  - changing outdoor areas in accordance with changing use.
  - evaluating plants, trees, shrubs, etc., before purchase, for their suitability to climate, location, growing conditions, etc.
  - determining the cost of implementing and maintaining a given landscape plan.

HOME MAINTENANCE TECHNICIAN

A home maintenance technician cares for a home and for the equipment in it.

As a home maintenance technician, I can:

- Manage the overall maintenance of my home, including:
  - Assessing what needs to be done.
  - Determining the costs and time involved, including the consequences of postponing the work.
  - Prioritizing tasks and determining the best sequence when several tasks must be undertaken.
  - Determining which tasks I can do.
  - Selecting people to make other repairs on the basis of:
    - Information from others, reputation of workers.
    - Cost and time estimates.
    - Inspection of other work which the repairer has done.
  - Inspecting home maintenance work and determining if it has/is done properly.
  - Knowing how to take legal recourse if repairs are improper or poorly done.
  - Knowing how to take legal recourse if the owner of a building in which I am a tenant fails to keep it adequately maintained.
- Demonstrate my knowledge and skills in carpentry and construction, including:
  - Designing projects to build:
    - Toys.
    - Furniture.
    - Built-ins and/or cabinets.
    - Rooms and/or other house additions.
  - Executing projects to build:
    - Toys.
    - Furniture.
    - Built-ins and/or cabinets.
    - Rooms and/or other house additions.

- Planning house remodeling.
- Executing house remodeling.
- Drawing up construct blueprints and layouts.
- Interpret construct blueprints and layouts.
- Select appropriate materials for construct or remodeling.
- Panel a wall.
- Install ceiling tiles.
- Install a fireplace.
- Replace/rehang a door.
- Select and install woodwork, wood trim, and wood mouldings to create architectural effect.
- Apply caulking and/or weather stripping.
- Select appropriate insulation and/or energy concerning materials for use in construction or remodeling.
- Install insulation.
- Identify different kinds and qualities of woods.
- Know what types and quality of wood is best for various construction uses.
- Demonstrate proper care and use of carpentry tools.
- Select the appropriate carpentry and construction tools for a job.
- Install kitchen cabinets and/or countertops.
- Being alert to the accident hazards around construction and taking accident prevention measures.

- Demonstrate my knowledge and skills in masonry work, including:
  - Installing tiles in a bathroom, on a kitchen counter, or for flooring.
  - Making a cement walk, terrace or driveway.
  - Making or repairing a flagstone, cement block, or brick walk, floor, or terrace.
  - Making or repairing a stone, cement block or brick wall or fence.

- Reputty around loose panes of glass.
- Replace broken panes of glass.
- Repair or replace flooring, including:
    - Installing carpet tiles or vinyl/asphalt floor tiles.
    - Installing sheet vinyl, asphalt or linoleum flooring.
    - Installing wall to wall carpeting.
    - Installing parquet or hardwood floors.
    - Refinishing hardwood floors.
    - Installing ceramic tile, quarry tile, flagstone or brick floors.
- Make mechanical repairs on household items.
- Make or repair fences, and other outdoor features, including:
    - Select most appropriate materials for fences and outdoor features.
    - Sealing or resurfacing an asphalt (blacktop) driveway or walk.
    - Design and/or draw plans for fences, walkways, and other outdoor features.
    - Making an asphalt (blacktop) walkway.
    - Use railway ties, cement blocks, bricks, etc., to edge walks, create steps, or make raised flower beds.
    - Make or repair wire fencing.
    - Make or repair wooden fencing.
- Demonstrate my knowledge and skill in making electrical repairs, including:
    - Preventing problems in the electrical system and appliances.
    - Diagnosing electrical problems.
    - Correcting problems in the electric system and appliances by:
        - Replacing batteries, light bulbs, and fuses correctly.
        - Replacing TV tubes.
        - Installing a TV or hi-fi antenna.
        - Installing TV or hi-fi signal splitter.

  - Rewiring lamps, plugs, and/or small appliances.
  - Rewiring, installing, or replacing electric switches, outlets, fixtures, or wiring.
- Making proper use of electric repair equipment and diagnostic instruments.
- Observing safety procedures when working with electricity.
- Building radio, intercom, stereo, or TV from a kit.
- Assemble and install an electronic burglar alarm from a kit.
- Knowing what to do when an emergency problem occurs with the electric system or an electric appliance.

- Cope with problem insects and pests, including:
- Preventing household pest and insect problems.
- Diagnosing evidence of pest and insect problems.
- Selecting the best pest or insect control technique for a given problem.
- Using pesticides and/or insecticides safely and correctly.
- Exterminating when necessary:
  - Rodents (mice, rats, etc.).
  - Insects (ants, roaches, termites, etc.).

- Demonstrate my knowledge and skill in making plumbing repairs, including:
- Preventing problems in the plumbing system.
- Diagnosing problems in the plumbing system.
- Correcting plumbing problems by:
  - Replacing washers, gaskets, etc.
  - Using a "plumber's friend" or other techniques to clear blocked plumbing.
  - Adusting or replacing toilet flush mechanism.
  - Remove items from drain traps.
  - Replace faucets, shower heads, etc.
  - Repair/replace leaky pipes.

- Using shut off valves to prevent plumbing emergencies.
- Making proper use of plumbing tools.
- Observing safe procedures when working with plumbing.

- Demonstrate my knowledge and skill in papering, painting, and plastering including:
  - Selecting the most appropriate wall covering for a given use, location or problem.
  - Selecting the correct paint for a given use, location or problem.
  - Selecting equipment best suited for applying different types of paints and/or for different surfaces.
  - Applying paint using:
    - Brush.
    - Roller.
    - Spray.
  - Maintaining painting equipment.
  - Using spackle or other materials to repair or patch walls or ceilings.
  - Constructing a wall or ceiling using drywall (plasterboard).
  - Constructing a wall or ceiling using plaster or stucco.

HOME NUTRITIONIST

A home nutritionist is concerned with the responsible need assessment, planning, management and delivery of the nutritional aspects of the home.

As a home nutritionist, I can:

- Demonstrate knowledge and understanding of the basic elements of nutrition by:
  - assessing the nutritional needs of the people and/or animals for whom I am responsible nutritionally.
  - describing the variations of nutritional needs relative to age, exercise, present condition (overweight, average, underweight), metabolism, etc.
  - describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
  - describing symptoms of various nutritional deficiencies or excesses and their remedies (such as poor night vision from lack of vitamin A).
  - describing the ramifications of the restricted diets of which I am familiar.
  - describing the basic nutrients (fats, carbohydrates, proteins, vitamins, and minerals) and how they are digested and used by the body.
- Demonstrate skills related to nutritional planning and cost effectiveness by:
  - using effectively the resources available to me, or potentially available to me, i.e., available time (mine and others'), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.), information, and money and how they influence my ability to be effective.
  - dealing with a sudden change in resources.

- obtaining help from social service agencies if my resources are limited, or suddenly reduced, or changed by emergency.
- buying in bulk or in smaller quantities, depending upon the appropriateness of each to the situation.
- obtaining food from various sources (growing ones own, co-ops, farmers markets, specialty stores, large chain grocery stores).
- selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).
- describing positive and negative effects of special diets with which I am familiar.

- Demonstrate my knowledge of different nutritional needs by:
  - describing how nutritional needs vary relative to age.
  - describing nutritional needs during pregnancy and nursing.
  - describing how nutritional needs vary relative to body weight, exercise, and environment.
- Demonstrate skills associated with food preparation and storage by:
  - describing the methods I have used to store various kinds of foods (canning, freezing, etc.).
  - describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - describing the safety precautions and methods of dealing with emergencies which may occur during food preparation.
  - describing methods of determining the meaning and corrective procedures for various cooking conditions or problems.
  - properly using various food preparation, appliances, utensils, etc.
  - describing the meaning of terms used in cookbooks.

  - describing the characteristics of measurement and converting quantities from one measurement system to another.
  - describing special food preparation techniques for serving large numbers of people or for unusual nutritional needs such as ethnic, gourmet, fat free or food allergy diets.
  - describing differences in food selection and preparation in various cultures.
- Demonstrate skills in meeting nutritional needs outside the home by:
  - describing the advantages and disadvantages of food sources which might be considered while traveling.
  - describing sources of food, other than restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).
- Demonstrate knowledge of food poisoning by discussing its causes.
- Demonstrate my knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.
- Teach others good nutritional practices.

MANAGER OF HOME FINANCES

The manager of home finances is concerned with the responsible allocation and monitoring of finances related to home and/or family management.

As a manager of home finances, I can:

- Plan ahead and set monetary goals.
- Budget existing funds.
- Maintain family financial records.
- Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why.
- Demonstrate knowledge of the rationale for various kinds and amounts of insurance by indicating which policies were obtained or considered and why (health, life, tenant, auto, etc.).
- Demonstrate my skills as a consumer or monitor of consumption by:
  - buying and using various products in the commercial market.
  - knowing the advantages and disadvantages of various kitchen utensils available for cooking, serving, and storing foods.
  - knowing about different cleaning products and tools--how to do the job most effectively and easily.
  - knowing about various patent medicines and sundry items--when they are needed, how to determine which brand is the most effective and economical, and how much to use of them.
  - selecting good schools and knowing about the community resources which are available.
  - selecting and purchasing clothing which will be appropriate and durable.
  - determining which repairs are most appropriately and cost effectively done by a professional.

- Demonstrate my knowledge of laws which can affect family finances by:
  - describing laws related to finances and such circumstances as death, divorce, child support, etc.
  - describing bankruptcy laws and procedures.
  - describing home/business laws and procedures.
  - describing laws related to income taxes, social security taxes, etc., and use them to maximize savings and/or income.
  - describing social services legally available from the government or service agencies and the process of obtaining them.
- Demonstrate my knowledge of real estate by:
  - discussing the (dis)advantages of (long and short range) buying, renting, condominium owning, etc.
  - evaluating a neighborhood's appropriateness to family needs.
  - when selecting a house or apartment, know how to evaluate structure, plumbing, wiring, sewage, etc.
- Evaluate a real estate purchase by:
  - describing how to obtain information on taxes, loans, zoning, forecasted real estate charges, etc.
  - discussing the relative importance of these factors.
- Prepare and defend income tax returns.

PROVIDER OF HOME HEALTH CARE

The provider of home health care is responsible for fulfilling the special physical and emotional needs of a person who is ill or infirm by virtue of acute or chronic disease, physical incapacity, or senility.

As a provider of home health care, I can:

- Provide a safe environment for a patient, including:
    - Installing special equipment where needed (e.g., shower bars, bed rails, etc.).
- Provide for the physical and emotional comfort of a patient.
- Provide for adequate substitute care when I am unavailable.
- Identify and fill the special nutritional needs of patients who are acutely ill and/or convalescing, including:
    - Planning and preparing meals to maximize nutritional value.
    - Following special diets and preparing special meals as required by patient's condition.
    - Enhancing the appearance of food so as to stimulate lagging appetite.
    - Supervising a patient's adherence to special diets.
- Provide for effective medical care for the patient, including:
    - Securing appropriate professional medical advice when needed.
    - Obtaining emergency medical treatment as necessary.
    - Performing routine home nursing procedures.
    - Transporting patient to health facilities.
    - Practicing preventive medicine.
    - Knowing how to perform first aid if necessary.
    - Administering medication as directed by medical practitioners.
    - Knowing and recognizing symptoms of change or complication of patient's condition.

  - Changing dressings.
  - Administering enemas or douches.
- Maintain hygienic conditions for the patient, including:
  - Keeping patient's surroundings clean and germ free.
  - Regularly laundering clothing and bed linens.
  - Helping the patient with personal grooming -- bathing, hair care, mouth and tooth care, nails.
  - Changing bed linens without unduly disturbing the patient.
- Identify and appropriately use resources in the community which may enrich the life of the patient, including:
  - Public services (visiti[illegible]rse association; meals for the elderly; transportation to public facilities, institutions, and events; Medicare and Medicaid; recording for the blind, etc.).
  - Individual services (large-print newspapers and books, home hair care and grooming, home-bound teachers, etc.).
- Document patient progress as needed, including:
  - Using a thermometer to assess temperature fluctuations.
  - Knowing and noting symptoms of change in patient's state.
  - Keeping records of medication given and noting side-effects, if any.
- Recognize and provide for the psychological and social needs of the ill and/or elderly, including:
  - Dealing with anxiety, depression, loneliness, fear.
  - Providing moral support.
  - Knowing when to allow visitors and when not.
  - Dealing openly and honestly with illness and/or the possibility of death.

- Plan for and help patient enjoy appropriate exercise and recreation.
- Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness.

- Maintain needed supplies for the patient, including:
  - Keeping medicine and first aid supplies on hand.
  - Shopping for personal items required by patient.

ADMINISTRATOR/MANAGER

The administrator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of administrator/managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an administrator/manager I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations).
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.

- Organize the program or project into its components parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flow charts, PERT charts, and other visual materials to describe the program's or project's work flow.
- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change (see Advocate/Change Agent).
- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Use techniques for crisis management and describe why different types of crises require different techniques.
- Use methods of conflict resolution and describe when they are appropriate.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects:
  - Establish mechanisms for coordination.
  - Determine when coordination is needed.
- Serve as a spokesperson for the organization (see Public Relations).
- Meet accountability demands of others by preparing reports which include:
  - evaluation of success in meeting objectives.
  - records of financial status.
  - data on time and personnel utilization.

- Prepare written summaries of project and organizational accomplishment (see Public Relations).
- Develop staffing plans (see Personnel Manager).
- Prepare and use a budget (Financial Manager).

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services. Advocates work in areas such as legal rights, housing, education, environment, and social welfare and attempt to change or improve existing conditions.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Program Surveyor for related skills).
- Select methods and data which will document the need for change (see Researcher and Program Surveyor for related skills).
- Define and delimit the basic issues in a problem area.
- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as:
  - legal rights (civil and criminal).
  - housing and community planning.
  - education.
  - environment.
  - welfare and social services.
- Describe the public policy issues relevant to a problem.
- Demonstrate knowledge of the processes of change using:
  - theoretical model(s).
  - real-life examples.
- Describe methods which can be used to bring about change including:
  - lobbying.
  - political campaigns.
  - public relations.

- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.
- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.
- Build good working relationships with those who will be affected by proposed changes.
- Identify potential allies and select techniques which will enlist their support.
- Identify opposition groups and select techniques which will best counter their plans and arguments.
- Demonstrate understanding of the legislative process and how it can be used to implement change.
- Demonstrate knowledge of the laws and customs applying to lobbying.
- Use communication skills to persuade others (see Public Relations for related skills).
- Identify potential sources of financial support (see Fund Raiser and Researcher for related skills).
- Obtain financial support for a cause or program (see Fund Raiser and Researcher for related skills).
- Build good working relationships with legislators and government officials (local, state or federal).
- Monitor legislative bodies', public institutions' and agencies' actions relevant to the problem.
- Draft model legislation.
- Plan and organize coalition building.

- Conduct negotiations with an awareness of the necessity of compromise.
- Present arguments and evidence to support a position (see Public Relations and Researcher for related skills).
- Keep others informed about progress using:
  - verbal communication.
  - written communication (see Public Relations for related skills).
- Train others to develop advocate/change agent skills (see Trainer for related skills).
- Develop techniques to maintain change.

BENEFIT SALES WORKER

A benefit sales worker organizes, runs or helps to run an effort to raise funds by selling a product or service (see Fund Raiser).

As a benefit sales worker, I can:

- Develop specific goals for the activity, operating within constraints of available time, space, and personnel.
- Assess potential markets for products or services.
- Evaluate buyer behavior and consumption patterns.
- Survey and choose among suppliers of products and services on the basis of:
    - Quality of product or service.
    - Appropriateness to potential market.
    - Cost.
    - Reliability.
- Maintain correspondence with suppliers and sales audience.
- Purchase, develop, or supervise development of products or services for potential sale.
- Organize activity into component parts and determine the sequence in which the activities must be performed.
- Plan and prepare budgets.
- Demonstrate knowledge of and make appropriate use of business forms, including:
    - Purchase orders.
    - Receipts.
    - Sales slips.
    - Bookkeeping ledgers.

- Demonstrate knowledge of basic bookkeeping techniques and accounting procedures.
- Establish and maintain quality control procedures.
- Determine prices of products or services on the basis of cost and overhead factors.
- Plan and carry out a program of publicity for the product or service (see Public Relations/Communicator), including:
  - Establish relations with appropriate media -- radio, TV, newspapers.
  - Prepare copy for publicity articles and advertisements in media.
  - Design displays, posters.
  - Photograph products or services for media.
- Demonstrate knowledge and understanding of regulations -- tax laws, sales permits, leases, etc. -- which affect fund raising.
- Demonstrate knowledge and use of simple business machines, including:
  - Typewriter.
  - Copier.
  - Cash register.
  - Adding machine.
  - Hand calculator.
- Coordinate the execution of simultaneous activities.
- Perform, arrange for or oversee performance of auxiliary functions, including:
  - Advertising.
  - Publicity.
  - Pricing.
  - Selling.

  - Banking.
  - Janitorial.
  - Record keeping.
- Establish procedures to monitor personnel, money, and materials (see Financial Manager).
- Train others in established procedures.
- Deal effectively with customers, including:
  - Providing information about products or services.
  - Explaining pricing policies.
  - Establishing procedures for return or repayment of products or services.
  - Handling complaints.
- Establish and maintain records, including:
  - Profit/loss statements.
  - Expenditures, income.
  - Periodic reports to sponsoring agencies, other constituencies.
  - Statements for other developers of sales programs.

COMMUNITY RESOURCES SPECIALIST

As a specialist in community resources, I know, can use, and can direct others to information and services available from public and private organizations and agencies.

As a community resources specialist, I can:

- Demonstrate my familiarity with my community.
- Identify local resources and services to help with:
  - Physical health needs and problems.
  - Mental/emotional health needs and problems.
  - Legal problems.
  - Financial problems.
  - Drug, alcohol, or other substance dependence problems.
  - Consumer problems
  - Problems of age, sex, or race discrimination.
- Describe the available resources for dealing with emergencies:
  - Emergency medical services.
  - Police services.
  - Fire services.
  - Crisis centers.
  - "Hotlines".
  - Transportation services.
  - Food services.
- Serve as a "sounding board" for those with problems (see Counselor).
- Provide moral support (see Counselor).
- Show compassion for those with problems (see Counselor).
- Encourage the development of "common sense."

- Prepare and help individuals and families to deal with a crisis or disaster.
- Identify and use information resources to locate community facilities and services.
- Use contacts constructively when seeking assistance with a problem.
- Identify those people in community agencies, organizations, and services who can help me cut through "red tape."
- Identify, use, and direct others to legal services:
  - Adoption.
  - Alimony.
  - Child support.
  - Divorce/separation.
  - Domestic court.
  - Juvenile court.
  - Probation.
  - Small claims courts.

  (See Legal Rights Specialist.)
- Think and behave rationally when dealing with an emergency.
- Set priorities in handling an emergency.
- Develop support systems to deal with emergencies.
- Teach others procedures to deal with emergencies.
- Can identify and direct others to sources of food, clothing and shelter during personal crises or emergencies.
- Identify community resources that can supplement what a family has available:
  - Social services.
  - Educational facilities and programs.

  - Religious facilities and programs.
  - Cultural facilities and programs.
  - Library and other informational facilities and programs.
  - Transportation programs.
- Identify and use resources relevant to different cultural, ethnic and religious heritages.
- Describe the major considerations in selecting:
  - Support systems for emergencies.
  - Child care services.
  - Church or religious centers.
  - Funeral or mortuary services.
  - Legal services.
  - Health care personnel, facilities and services.
- Identify, use, and direct others to counseling services:
  - Employment.
  - Education.
  - Emotional, personal problems.
  - Programs for the elderly.
  - Programs for women.
- Describe the various kinds of federal and state aid available for people, who are eligible, and how to obtain this assistance.
  - Aid to dependent children.
  - Social Security.
  - Unemployment compensation.
  - Medicare/Medicaid.
  - Food stamps.

- Identify, use and refer others to tenant's rights, welfare rights, block associations and other "grass roots" groups which bring about social change (see Advocate/Change Agent).
- Demonstrate my awareness of government programs, and funding procedures.
- Help others identify funding sources which can meet the needs of a group or the community.
- Assist others in developing proposals to obtain funds for social programs and services (see Fund Raiser).

CONSUMER RIGHTS SPECIALIST

A consumer rights specialist is able to evaluate the quality of goods and services, select goods and services wisely, determine if consumers are being treated in a just manner, and obtain assistance on consumer problems.

As a consumer rights specialist, I can:

- Evaluate the quality of the purchases I make:
  - Food.
  - Clothing and other textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).
  - Automobiles.
  - Children's toys and games.
  - Services (child care, insurance, repairs, etc.).
- Determine from among several items of comparable quality, which is the best buy, taking into consideration:
  - Cost.
  - Durability.
  - Frequency of use.
  - Type of use.
  - Style and other changes.
- Use unit pricing and other techniques to compare costs of items sold in different amounts and quantities.
- Detect potential health and safety hazards in items and avoid purchasing them:
  - Food.
  - Clothing and textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).

  - Automobiles.
  - Children's toys and games.
  - Services.
- Locate, use,and direct others to information resources which can help with:
  - Evaluating the quality of goods and services.
  - Evaluating health and safety hazards in goods and services.
  - Identifying best buys, savings in costs, etc.
- Identify, use,and direct others to groups and organizations which can help them with consumer problems (see Community Resources Specialist).
- Organize or take part in a food cooperative in order to achieve savings in cost of grocery items.
- Organize or use other cooperatives to achieve savings.
- Select living quarters to meet my family's needs and circumstances.
- Describe my rights and responsibilities as a tenant.
- Help others obtain their rights as tenants.
- Describe my rights and responsibilities as a home owner.
- Read and interpret a:
  - Lease.
  - Contract.
  - Warranty.

    (See Legal Rights Specialist.)
- Know what recourse a consumer has when:
  - A purchase does not function properly.
  - An item cannot be repaired.
  - A purchase has health or safety hazards.
  - An item or service purchased is not as advertised.

  - Services are not performed as agreed or promised. (See Legal Rights Specialist.)
- Select stores and services that best meet my family's needs and circumstances.
- Locate the true "discount" stores.
- Select insurance policies and plans that are most appropriate to my family's needs and circumstances:
  - Life.
  - Health.
  - Home.
  - Automobile.
- Use my talents as resources by:
  - Making, altering, and repairing clothing for family members (see Clothing and Textile Specialist).
  - Canning, freezing and other home preparation of food.
  - Making simple home repairs (see Home Maintenance Technician).
  - Making household furnishings (bookcases, curtains, furniture, slip covers, etc.).
  - Trading my services or goods which I have produced to obtain other goods or services.
- Select bank accounts, savings plans, and investments that best meet my family's needs and circumstances (see Home Financial Manager).
- Identify, use, and direct others to free or low-cost public services (see Community Resources Specialist).
- Analyze advertising and identify misleading material.

- Analyze sales promotions and determine if real savings are available.
- Investigate credit options and select those most appropriate to my family's needs and circumstances.
- Use credit cards and other forms of credit wisely.
- Know when to avoid credit and loans.
- Describe how to shop for a loan or mortgage.

COUNSELOR

Counselors advise people who are seeking help and assistance with a problem. Informal counseling often occurs in conjunction with other activities, such as managing personnel or serving as an advocate/change agent. Formal counseling programs frequently require training prior to beginning work; paraprofessionals and volunteers in these programs typically work under the supervision of a professional.

In my work as a counselor, I can:

- Establish rapport with the person seeking advice.
- Use techniques which help people to talk spontaneously by:
  - selecting an appropriate physical setting for counseling.
  - showing receptiveness by giving attention and by listening carefully.
  - using reinforcements (both verbal and nonverbal) for encouragement and support.
  - describing how facial expression, posture, and tone-of-voice affect communication.
- Build client confidence toward the counseling agency.
- Demonstrate my questioning skills by:
  - using exploratory questions to obtain background information.
  - knowing how and why to use open-ended questions.
  - using probing techniques to obtain further information.
  - describing two-step probing and its use.
  - adapting my questioning to the background of the person and to the nature of the problem.
  - using double-edged questions to help individuals obtain greater insight.
  - avoiding leading questions.

  - using softening techniques when using direct questions.
  - phrasing questions so as to help the respondent "save face."
- Demonstrate my listening skills by:
  - describing the qualities which make for an effective listener.
  - showing how my objectives (both long range and short range) as a listener influence my listening approach.
  - using techniques to determine if what I have heard is what the person wanted me to hear.
  - using techniques to give listening feedback.
- Describe different counseling techniques and show how and when each is used.
- Describe the psychological theories on which different counseling techniques are based.
- Demonstrate my awareness of the legal and ethical problems related to confidentiality.
- Demonstrate techniques to control the interchanges in counseling situations by:
  - using techniques to expand or limit the focus of the discussion as needed.
  - using methods to help a person expand the options under consideration.
  - using methods of values clarification.
  - describing how to determine when a situation needs to be referred to others.
  - discussing various approaches to decision making and the rationale for each.
  - controlling the pacing of the interchange.
  - using techniques to exclude irrelevant detail.
  - using interview guides when appropriate to structure the situation.

- Identify an individual's problems and difficulties by a variety of methods, such as:
  - question and interview an individual to obtain information.
  - observe an individual's interactions with others or performance to identify problems.
  - work with an individual's family, co-workers, teachers, or others to identify problems.
  - use tests or other diagnostic devices to identify problems.
- Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem.
- Describe the kinds of information necessary to handle different types of counseling problems.
- Interpret data and use it in counseling, such as:
  - interview and background.
  - observational data.
  - test data.
  - other. (Specify) ____

    ____
- Do referral counseling, such as:
  - build resources for referral.
  - describe methods and consideration in using referral resources.
  - use appropriate techniques for people seeking help for themselves and for others.
  - demonstrate the special skills needed in phone referral counseling.
- Do intake or entrance interviewing, screening, and placement.
- Determine the urgency of a problem or concern and handle it appropriately.

- Handle crisis intervention by:
  - identifying crisis situations.
  - dealing pro-actively with the people surrounding the crisis.
  - describing responses to different kinds of crisis situations.
  - demonstrating my ability to prioritize in handling a crisis and the factors to be considered.
  - describing the special skills needed for dealing with particular crises situations, such as:
    - alcohol problems.
    - drug problems.
    - disasters (earthquake, flood, etc.)
    - poisoning.
    - rape.
    - other. (Specify) ______________________________

      ____
- Demonstrate techniques for dealing with people who complicate a crisis situation rather than aiding it.
- Demonstrate the skills required in career counseling and life guidance by:
  - using tests and other devices to assess aptitudes and interests.
  - describing resources which can be used to assess interests and determine alternatives.
  - using methods to implement and follow-up decisions.
- Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations by:
  - describing the cues which can be used to assess state (emotional, physical, etc.).

- distinguishing between techniques appropriate for group and individual counseling or therapy.
- describing the cues which can be used to determine the effectiveness of counseling.
- demonstrating skills which support professional counseling.
- using special techniques in group counseling to develop group solidarity, to deal with group conflict resolution, and to elicit self-disclosure, etc.
- using cues to help understand group processes and interaction.
- demonstrating skills used as support for professional counseling.

EMERGENCY MEDICAL TECHNICIAN

As an emergency medical technician, I can:

- Care for a patient promptly and efficiently at the scene of an accident, including:
  - Analyzing the total situation and recognizing the potential problems.
  - Setting priorities under stress.
  - Attending to life-threatening emergencies first.
  - Providing for the safety and protection of the patient caring for injuries.
  - Searching for medical identification information.
- Control an accident scene, including:
  - Examining patient for injuries.
  - Removing patient from life-threatening situations.
  - Exercising care in handling ambulance.
  - Dealing with bystanders, taking history from bystanders, if necessary.
  - Assuming subordinate role if physician is present.
  - Correcting life-threatening problems and immobilizing injured parts.
  - Extricating patient so as to minimize damage to injured parts.
  - Respond to patient's and family's needs for comfort and reassurance.
- Provide safe and efficient transport and continuing care of patient on the way to the hospital, including:
  - Driving emergency vehicle carefully to minimize disturbance to patient.
  - Knowing and abiding by laws and traffic regulations pertaining to ambulances.
  - Knowing efficient routes and alternate routes to the hospital.
  - Making proper use of lights and sirens.

or

- Riding in compartment with patient.
- Continually observing and protecting patient.
- Administering care as indicated or instructed.

- Provide orderly transfer of patient and patient information to hospital emergency department, including:
  - Communicating vital information.
  - Delivering patient to emergency department.
  - Alerting emergency room to potentially high priority situations.
  - Assisting emergency department staff as requested.
  - Complying with hospital regulations.
- Perform communication functions, including:
  - Dispatching ambulances.
  - Requesting additional resources (police or fire).
  - Alerting emergency room personnel of arrival and condition of patient.
  - Operating radio communications equipment.
  - Following Federal Communications Commission (FCC) regulations concerning equipment.
- Keep records and make reports, including:
  - Interrogating patient, relatives, bystanders.
  - Providing information to medical staff and/or police regarding state of patient and circumstances surrounding accident.
- Perform basic life support functions, including:
  - Treating shock.
  - Treating trauma and burns.
  - Applying splints and bandages.
  - Performing cardiac resuscitation.
  - Using airway adjuncts.

  - Diagnosing and treating medical emergencies:
    - Epileptic seizures.
    - Traumatic shock.
    - Insulin shock.
    - Hemorrhaging.
    - Poisoning.
    - Heart attack.
  - Assisting in childbirth.
  - Diagnosing and handling psychiatric emergencies.
- Care for emergency vehicle and equipment, including:
  - Maintaining vehicle in a state of readiness.
  - Replenishing supplies.
  - Decontaminating and cleaning equipment routinely after use.

FINANCIAL MANAGER

Managing finances involves allocating and monitoring the use of personnel, time and resources so as to exercise control of money and resources for an organization, program or activity.

As a financial manager, I can:

- Plan and prepare budgets using:
    - fund budgeting.
    - program budgeting.
    - other budgeting techniques (specify) ________________________________.
- Present the rationale and justification for a budget.
- Understand and interpret a budget.
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with organizational needs and objectives.

- Demonstrate a knowledge of various types of investments and the advantages and/or disadvantages of each: Stocks_____, Bonds_____, Money Market Instruments_____, and Other_____.
- Apply the "total return" concept to investments when appropriate.
- Monitor an investment program and evaluate its effectiveness in relation to:
  - organizational needs.
  - other investment programs.
  - economic and market indicators.
- Establish work flow and work loading procedures.
- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.
- Conduct salary administration and performance reviews for paid workers.
- Establish and maintain quality control procedures for individuals and products.
- Train others in financial management procedures (see Trainer for related skills).
- Determine prices on the basis of cost and overhead factors when a product or service is sold.
- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.
- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.

FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (see Problem Surveyor for related skills).
- Plan a fund raising activity, including:
  - identifying objectives and specific goals.
  - identifying potential sources of funds from:
    - government (local, state, federal).
    - business and industry.
    - foundations.
    - individuals.
    - other organizations.
  - selecting methods and strategies appropriate both to organizational image and potential funding sources.
  - estimating requirements for people, materials, and time.
  - estimating cost of a fund-raising effort.
- Demonstrate knowledge and understanding of the code of ethics regarding fund raising.
- Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising.
- Utilize the tools of fund raising by:
  - demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
  - demonstrating a knowledge of financial management (see Financial Manager).

  - demonstrating knowledge of proposal preparation skills (see Researcher for related skills).
  - demonstrating knowledge of techniques in preparing promotional materials (see Public Relations for related skills).
  - demonstrating an understanding of the motivations and needs involved in contributing to a group, organization, or program and methods to build on these.
- Administer a fund-raising program, including:
  - selecting or recruiting staff and workers.
  - training others in fund-raising techniques (see Trainer for related skills).
  - determining strategy.
  - determining target group.
  - making work assignments and monitoring progress.
  - setting and communicating goal.
  - coordinating multifaceted efforts.
  - assessing and reporting on progress.
  - modifying plans to meet changing circumstances.
- Raise funds by selling a product or service, including:
  - selecting products or services to sell which are appropriate to the organization/agency image.
  - selecting a clientele or target population.
  - researching cost/benefit factors for alternative products, services, and delivery systems (see Financial Manager).
  - planning and monitoring product or service delivery.
  - selecting and recruiting sales personnel.
  - training sales personnel.

- selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
- determining if sales permits, leases, etc., will be needed and obtaining them.
- planning and implementing methods to monitor personnel, money, and materials (see Financial Manager).
- planning and implementing publicity for the product or service (see Public Relations).
- maintaining records which will help others planning similar sales programs in the future.
- developing techniques or procedures for return or repay of products, sale of slow-moving products, etc.

- Raising funds by staging a special event, including:
  - selecting the type of event which will be appropriate to organizational/agency image.
  - deciding if the event should be targeted to a specific clientele or to the general public.
  - determining the cost/benefits of alternative types of events.
  - planning and implementing publicity (See Public Relations).
  - organizing a plan for staging the event.
  - selecting and recruiting individuals to work on various types of tasks and activities.
  - training staff and participants (see Trainer).
  - obtaining and organizing materials.
  - determining if permits and permission will be needed and obtaining them.
  - selecting sites and locations for the event on the basis of factors such as target population, cost, etc.

  - monitoring the work of staff.
  - keeping records that will be of use to others planning similar special events.
- Raise funds from government, corporations, and/or foundations by:
  - researching special interests of potential funding sources (see Researcher).
  - preparing a proposal.
  - contacting appropriate funding sources.
  - promoting a proposal, project, or special need.
  - preparing reports which demonstrate organizations or agency accountability to the funding agency.
- Raise funds from the public through a campaign including:
  - planning campaign theme and organizational strategy.
  - recruiting workers for different levels of responsibility and different kinds of tasks.
  - training and motivating workers (see Trainer).
  - preparing materials to be used in the campaign (see Public Relations).
  - monitoring the progress of the campaign.
  - revising staffing and strategy to deal with emergencies or with inadequate public response.
  - preparing reports which will be of assistance to others planning similar campaigns in the future.

GROUP LEADER FOR A SERVING ORGANIZATION

Leading groups of people for a serving organization involves helping people grow and develop within an organizational structure.

In carrying out my responsibility as a group leader for a serving organization, I can:

- Plan and coordinate activities.
- Secure resources, human and physical.
- Provide counseling services for people, where applicable (see Counselor).
- Organize committees to carry out tasks.
- Keep records of individual and group progress.
- Prepare budgets and keep financial records (see Financial Manager).
- Organize and conduct meetings.
- Understand and deal with conflict.
- Teach games, crafts, songs, dances, interpersonal skills, socialization, and democratic process.
- Use audio-visual equipment.
- Abide by organization's standards.
- Use proper safety precautions.
- Know and use techniques and equipment specific to the program.

HEALTH/MENTAL HEALTH CARE INSTITUTION VOLUNTEER

A health/mental health care institution volunteer provides assistance in one or several of the functions performed in institutions devoted to the care of ill, handicapped, or mentally ill individuals. As a health/mental health care institution volunteer, I can perform some or all of the following functions:

- Respect and observe precautions concerning confidentiality of patients and patient histories.
- Follow orders and accept supervision from professional staff.
- Act as a courier between various departments of the institution.
- Learn and apply the rules of a specific institution in:
    - Greeting patients and visitors.
    - Answering telephones.
    - Providing information.
    - Maintaining and handling records.
    - Escorting patients.
    - Operating equipment (wheelchairs, stretchers, elevators, etc.).
    - Using special terminology and abbreviations.
    - Entering patients' or treatment rooms.
    - Directing questions to appropriate sources.
    - Discharging patients.
- Act as cashier in coffee shop or gift shop.
- Provide support and ministerial guidance to patients and their families under the supervision of a member of the religious ministry.

- Provide general assistance in the emergency room, including:
    - Assisting professional staff in giving personal and individual attention to patients.
    - Providing support to patients' families.
    - Holding patients for suturing, intravenous medications, injections.
    - Transporting patients to other parts of the institution via stretcher or wheelchair.
    - Keeping equipment closets and cabinets well stocked.
- Provide general assistance in the out-patient department, including:
    - Meeting patients.
    - Alerting appropriate personnel when emergencies occur.
    - Filling out initial information sheets.
    - Escorting patients to treatment.
    - Filing and pulling charts.
    - Performing errands for patient's family, making phone calls, watching children, offering coffee.
    - Avoiding interference with professional staff activities.
- Deliver flowers to patients and maintain flowers in proper condition.
- Distribute and collect menus and help patients to select meals.
- Assist in the pharmacy by:
    - Helping to salvage unused medications.
    - Packaging medicines.
    - Performing stock control activities: filing, checking, and verifying stock.
- Provide recreational activities for patients, including:
    - Yoga.
    - Indoor gardening.

  - Grooming.
  - Arts and crafts projects.
  - Sports.
  - Drama.
- Set up and maintain libraries, playrooms, or magazine collections for patients.

LEGAL RIGHTS SPECIALIST

A legal rights specialist can help herself and others obtain fair and equitable treatment under the law.

As a legal rights specialist, I can:

- Describe my legal rights and responsibilities as a:
    - Citizen.
    - Consumer.
    - Home owner.
    - Tenant.
    - Parent.
    - Volunteer worker/board member.
    - Employee.
    - Employer.
- Select legal services and processes appropriate for a given problem, such as, small claims court, probate court, etc.
- Identify and obtain help from organizations which provide assistance to those who feel that their legal rights have been violated.
- Help others obtain information about their legal rights as:
    - Consumers.
    - Tenants.
    - Children.
    - Wives.
    - Parents.
    - Workers.
    - Women.
    - Recipients of funds from programs like Aid to Dependent Children, Social Security, unemployment compensation, etc.

- Read with understanding and interpret:
  - Leases.
  - Warranties.
  - Insurance policies.
  - Medical consent and release forms.
  - Contracts and legal agreements.
- Describe the essential elements of sales contracts related to the purchase of:
  - Cars.
  - Household appliances.
  - Home furnishings.
  - Home improvements.
  - Services.
- Specify the legal differences in various forms of home ownership and the advantages/potential problems of each:
  - Individual.
  - Co-owner.
  - Cooperative.
  - Condominium.
- Describe the essential elements of contracts related to a home:
  - Leases/subleases.
  - Agreements of sale.
- Describe how my rights as a homeowner are affected by:
  - Mortgages.
  - Home improvement loans.
  - Other home-related loans.
  - Title documents.
  - Zoning.
  - Settlement/closing agreements.

- Conduct a search of legal documents to obtain:
    - Description of a property.
    - Title/owner information about property.
    - Zoning and other restrictive covenants on a piece of property.
    - Tax information about a property.
    - Records of real estate transactions.
- Describe the legal processes related to divorce and legal separation, including:
    - Grounds for divorce/separation.
    - Court proceedings.
    - Property division.
    - Child custody, support and visitation.
    - Alimony.
- Check public records for information about births, deaths and wills.
- Describe the legal processes related to inheritance, including:
    - Wills.
    - Preparation of probate inventories.
    - Distribution of estate assets.
    - Property transfer.
    - Pension/insurance transfer.
    - Trust estate management.
    - State and federal laws relating to inheritance.
    - Social security and other survivor benefits.
- Specify the main differences in various forms of business ownership and the advantages/potential problems of each:
    - Individual.
    - Partnership.
    - Corporation.

- Describe employees' legal rights in regard to benefits such as:
  - Pension.
  - Profit sharing.
  - Life insurance.
  - Health insurance.
  - Stock options.
- Assist those who come to volunteer legal rights organizations by:
  - Conducting a preliminary interview for the lawyer who will handle the problem.
  - Drawing up drafts of documents for a lawyer to review, such as:
    - Contracts.
    - Wills.
  - Gathering information for lawyers to use in court cases.
  - Keeping reports of meetings with lawyers and clients.
  - Notifying lawyers and clients of approaching deadlines and scheduled court appearances.
  - Making arrangements for legal depositions.
  - Indexing legal documents.

LIBRARY ASSISTANT

A library assistant helps library users and assists the library staff in technical services.

As a library assistant, I can:

- Develop and/or maintain current files of special materials, such as:
  - Newspaper clippings.
  - Magazine articles.
  - Pictures.
  - Informal reports of local and community groups.
- Use and maintain audiovisual equipment, such as:
  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.
- Direct others in the use of audiovisual equipment.
  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.
- Use data processing equipment to check out/check in materials, identify overdue materials, etc.

- Assist librarian in purchasing and processing library materials, such as:
  - Type purchase orders, catalogue cards, etc.
  - Check invoices on new orders.
  - Process incoming orders.
  - Reproduce (photocopy) catalogue cards, orders, etc.
  - Alphabetize, sort and file catalogue cards, orders, etc.
  - Put library plate, card pockets, etc., in new materials.
- Assist with the circulation of library materials, including:
  - Check out materials.
  - Locate special materials and place them on reserve.
  - Issue and/or check library users' cards.
  - Prepare overdue notices.
  - Sort and shelve books.
  - "Read the shelves" to see that materials are in proper location.
  - Review the circulation record of materials to help in decisions about "weeding out" the collection.
  - Make an inventory of materials to identify items that may be missing or misfiled.
  - Inspect books for wear/damage/need of replacement.
- Help with user services, including:
  - Providing information on library services, facilities and rules.
  - Answering questions that involve fact-finding in standard reference sources.
  - Help users locate materials by use of the card catalogue.

- Work with preschool age children, by:
  - Story telling.
  - Using Puppets.
  - Using audiovisual materials.
  - Reading aloud.
- Work with school age children, including:
  - Helping them to differentiate between materials which promote learning and those which provide enjoyment only.
  - Helping them learn how to carry out library research.
  - Helping them learn how to select materials appropriate for their age, reading ability, and interests.
- Develop displays and special exhibits:
  - Seasonal/holiday.
  - Community events.
  - Ethnic/cultural heritage.
  - Special interests (arts, crafts, hobbies, travel, etc.).
  - Explaining library programs, activities, services.
- Develop posters, leaflets and other brochures about library programs and services.
- Organize and maintain materials.
  - Index local newspapers.
  - Repair/recover books.
  - File newspapers and periodicals.
  - Record books, articles, etc., on tape.

- Demonstrate knowledge in the use of office equipment, such as:
  - Typewriter.
  - Xerox.
  - Mimeograph.
  - Duplicating machines.
- Determine the needs of library users and refer them to the appropriate materials:
  - Reference books.
  - Books on specific subjects.
  - Children's books.
  - Periodicals.
  - Audiovisual materials.
  - Vertical file materials.
  - Special collections.
- Analyze the appropriateness of library materials for:
  - Children of different ages.
  - Individuals with handicaps.
    - Visual.
    - Hearing.
    - Physical.
    - Mental.
  - Individuals with limited ability to read/speak English.
- Evaluate the appropriateness of nonprint materials (films, records, etc.) for specific groups and/or activities.
- Demonstrate my sensitivity to and awareness of community attitudes and concerns when planning.

- Assist parents, teachers and others working with children in selecting appropriate materials.
- Assist individuals with handicaps (e.g., visual) in locating and using special library materials which will meet their needs.
- Assist with programs and workshops for library volunteer programs:
  - Reading Is Fundamental.
  - Literacy volunteers.
  - Friends of the library.
- Assist with the development of bibliographies or other lists of library materials on selected topics.

MUSEUM STAFF ASSISTANT (DOCENT)

Docents describe and discuss museum exhibits with groups of individuals to facilitate a better understanding of what is being seen; they may work in art galleries or museums; in historical buildings, museums, reconstructions, or parks; in science or natural history museums; or in zoos. Other types of museum staff assistants may work in preparing, preserving, or restoring materials for display, in caring for plants or animals, in performing tasks or activities as part of the museum's demonstrations, or in conducting research.

As a staff assistant (docent), I can:

- Plan and prepare a lecture-tour for children and/or adults.
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience.
- Deliver a lecture-tour without notes but following a suggested outline.
- Modify the information given in a lecture-tour to suit children of various ages.
- Develop and use techniques which arouse curiosity and provide discussion during the lecture-tour.
- Demonstrate a knowledge of and the ability to use a library and other reference resources.
- "Read the nature" of a group during the first ten minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate.
- Know the criteria on which to judge a work of art.
- Plan a lecture-tour to meet specified educational objectives.
- Know the criteria on which to judge other lecturers.
- Speak in public with confidence.
- Understand and can use techniques of group dynamics.
- Understand and can explain the policies of the organization or institution.

- Demonstrate my knowledge of:
    - art history.
    - art techniques.
    - world and/or national history.
    - state and/or local history.
    - plants.
    - animals.
    - science.
    - other areas. (Specify) ______________________________

      ____
- Describe methods of investigation (see Researcher).
- Prepare museum support materials (see Public Relations).
- Demonstrate my knowledge of teaching methods and materials.
- Develop written materials for use in lecture-tours.
- Use audiovisual materials in conjunction with lecture-tours.
- Demonstrate craft techniques.
- Take part in "living history" depictions/demonstrations.
- Explain the reason and purposes for museums, zoos, etc.
- Know how to care for living plants and/or animals which are part of the collection.
- Know how to care for and maintain the materials and equipment in the collection.
- Develop and maintain a library of materials relevant to my lecture-tour specialty.
- Train others to work as staff assistants (see Trainer).
- Work with members of the professional staff and/or with members of the supervising board.

PERSONNEL MANAGER

Personnel management involves allocating and monitoring the utilization of human resources within an organization, program, or activity.

As a human resources manager, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity.
- Prepare a staffing plan and present the rationale for it.
- Prepare staffing need projections on the basis of historical data and analysis.
- Prepare staffing need projections on the basis of problem survery data (see Problem Surveyor).
- Explain the relationship between a particular job and organizational/agency/program mission (see Trainer).
- Prepare cost estimates for the use of personnel and their time (see Financial Manager).
- Determine the cost/effectiveness of alternative plans for personnel allocation.
- Select and/or recruit individuals for a variety of jobs.
- Prepare job descriptions.
- Prepare advertisements to recruit personnel (see Public Relations).
- Target advertisements toward paid and/or volunteer workers.
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work.
- Arrange for and/or conduct the organizational socialization of personnel (see Trainer).
- Arrange for and monitor the job training of personnel (see Trainer).

- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations.
- Establish and maintain procedures to monitor work quality and quantity.
- Monitor the quality and quantity of work performed by individuals and/or task groups.
- Counsel with workers who are not performing up to organizational standards.
- Develop and use techniques which will minimize conflicts between paid and volunteer workers.
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems (see Counselor).
- Use recognition or other psychic rewards to keep volunteer workers involved and productive.
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development.
- Develop and maintain a system of evaluative records of job performance.
- Help supervisors deal with personnel problems.
- Maintain time and salary records for paid workers.
- Conduct salary administration and performance reviews for paid workers (see Financial Manager).
- Conduct performance reviews for volunteer workers.
- Handle out-placements and terminations.
- Train others in personnel management (see Trainer).
- Understand and keep informed about labor laws (such as Taft-Hartley).
- Review and keep up-to-date on changes in State and Federal laws for employee compensation and benefits.
- Develop an affirmative action program and monitor compliance.
- Plan and implement programs for staff development.

- Plan and monitor a retirement program.
- Deal with employee relations problems and develop programs to meet employee relations needs.
- Plan and implement personnel policies and review them regularly for needed changes.

PROBATION INVESTIGATOR

A probation investigator under the supervision of a probation officer provides assistance in a variety of functions related to problems requiring judicial determination; i.e., family, juvenile, legal courts or problems related to court orders. As a probation investigator, I can:

- Comprehend, analyze and interpret basic laws, regulations, and penalties related to probation and custody.
- Obtain and verify routine factual information for the use of professional staff.
- Make required field investigations and prepare related reports.
- Carryout oral and written instructions and directors of some complexity.
- Read and interpret basic records.
- Recognize evidence of evasion and discrepancies in basic records.
- Prepare reports of investigations containing factual data and documentary or other evidence.
- Maintain essential records and files.
- Initiate interviews with both parents to acquire basic information for pre-custody determination:
    - Residency.
    - Employment status.
    - Wage inquiries.
- Distinguish between legitimate needs and irrelevant complaints of custodial parent.
- Enforce visitation rights of supporting parent.
- Provide information about agencies that can help with health, home, family and other problems:
    - Medical programs.
    - Social security.

  - Welfare.
  - Counseling services.
- Collect and record monies due under court order:
  - Payment of arrearages on fines.
  - Court costs.
  - Restitutions.
  - Support of dependents.
  - Other payments due under court orders.
- Issue receipts for monies collected.
- Follow up on child support and alimony payments.
- Maintain all pertinent records and files concerning payments.
- Prepare and send out default notices.
- Prepare reports of monies collected.
- Perform a variety of clerical tasks:
  - Typing.
  - Filing.
  - Indexing.
  - Maintaining tickler file for probation officer.
  - Reproducing documents.
- Obtain and verify routine factual information from persons applying for:
  - Assignment of counsel.
  - Release on recognizance.
- Arrange for assistance to released indigent prisoners.
  - Temporary lodging.
  - Transportation to home base.

- Make referrals to drug assistance programs.
- Arrange for psychiatric help.
- Operate office machines, such as:
  - Calculator.
  - Typewriter.
  - Copying machines.

PROBLEM SURVEYOR

Surveying a problem area is the process of assessing current status and/or needs in order to identify areas and types of future activity. The process of problem surveying is closely related to that of researching and typically precedes that of program development. (The problem surveyor usually collects original data; for more information on utilization of data collected by others, see Researcher.)

In carrying out my work as a problem surveyor, I can:

- Develop plan(s) for investigating the problem area.
- Identify and obtain information about:
  - the target populations affected by the problem.
  - the sources of power which can facilitate or block the implementation of change (see Change Agent/Advocate for related activities).
  - the existing programs, resources, and other factors which impact on the problem.
- Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc. (see Researcher for related activities).
- Compile a list of specific needs or problems within the problem area.
- Prioritize those needs and problems which are most important and practical to pursue.
- Define potential actions in terms of cost-effectiveness.
- Describe the problem areas(s) for purposes of program development by:
  - summarizing data for ease in interpretation.
  - keeping records of contacts and resources.
- Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.

PUBLIC RELATIONS/COMMUNICATOR

Public relations refers to a method of increasing knowledge and understanding of an organization and/or its program; it is concerned with disseminating information to individuals and groups outside of the organization or agency and with processing information from outside the organization.

In carrying out my work in public relations, I can:

- Conceptualize communications and public relations programs which interpret the goals of the organization.
- Plan and develop a public relations program.
- Identify target audiences.
- Determine the communications technique(s) appropriate to each audience.
- Gather information by:
    - conducting interviews.
    - confirming facts.
    - identifying trends.
    - locating background data.

    (See Researcher for other relevant activities.)
- Identify representatives of other organizations and of local, state and federal government to receive information about organizational activities.
- Establish an interchange with appropriate representatives from:
    - members of the target group.
    - volunteer coordinating agencies.
    - private and civic organizations.
    - business, industry and professional groups.
    - foundations.
    - local government.

- state government.
- federal government.

(See Fund Raiser and Advocate/Change Agent for other relevant activities.)

- Write:
  - news stories.
  - feature stories.
  - fact-sheets for editorial background.
  - reports.
  - speeches.
  - scripts for radio/television.
  - other materials describing the organization and its program for the public.

(See Trainer for internal publications.)

- Prepare audio-visual materials, video-tapes, and/or films by:
  - utilizing audio and/or video - tape equipment.
  - utilizing photographic equipment.
  - directing acting, speaking, and filming.
- Prepare visual materials, such as:
  - photograph events for news media or other publications.
  - design and prepare art work.
  - design displays and/or posters.
- Coordinate development of materials for production, such as:
  - edit publications.
  - edit films and/or tapes.
  - design layouts.
  - work with printers, publishers, and/or producers.

- Work with mass media (press, radio, television) to:
    - select optimum outlets for placement of material and identify contacts.
    - adapt and edit materials according to mass media standards.
    - conduct press conferences.
    - maintain good relations to facilitate placement of material.
- Speak publicly, such as:
    - deliver speeches.
    - promote an organization, program, or service (see Advocate/Change Agent).
    - participate as a member of a panel or debate group.
    - give interviews.
    - conduct or moderate interviews, panel discussions, debates.

    (See Fund Raiser and Trainer for other related activities.)
- Publicize and promote organizational materials.
- Plan distribution of publications and other materials.

RECREATION WORKER

A recreation worker leads or assists a leader of recreational activities for specified groups in the setting of a school, community, social, or church-related organization.

As a recreation worker, I can:

- Develop goals and activities that foster individual and group development.
- Develop specific goals and plans for particular activities.
- Identify resources in personnel, money, materials, time, and authority needed to accomplish objectives.
- Develop and use techniques which will enhance relations among people.
- Demonstrate ability to use appropriate techniques to solve interpersonal problems.
- Demonstrate knowledge of teaching methods and materials.
- Develop and maintain a library or collection of relevant materials, games, and other recreational and equipment and supplies.
- Plan and organize cooperative and competitive activities and know when each is appropriate.
- Teach one or more of the following:
    - Games.
    - Crafts.
    - Music.
    - Dance.
    - Dramatics.
    - Art.
    - Outdoor skills.

  - Conservation.
  - Cooking.
  - Sports.
  - Camping.
- Demonstrate knowledge of use and care of audiovisual equipment, gymnastic and sports equipment, tools, crafts equipment, and camping equipment.
- Speak publicly, including:
  - Articulating rules and procedures to participants.
  - Promoting the organization and its activities to potential sponsors.
  - Publicizing special events.
- Establish rapport with individuals of diverse backgrounds.
- Raise funds, including:
  - Selling a product or service.
  - Staging a special event.
  - Approaching sponsoring agencies. i.e., local businesses, foundations, government agencies.
  - Conducting a public campaign.
- Demonstrate techniques to prevent or limit conflict between individuals.
- Demonstrate knowledge of safety precautions required by potentially hazardous activities in sports, crafts, camping, etc.
- Determine the urgency of a problem and handle it appropriately.
- Demonstrate a knowledge of individual growth and development.
- Select activities that will help individuals learn desired skills and attitudes.
- Keep records of individual and group progress.
- Understand and use techniques of group dynamics.

- Plan and carry out field trips to sporting events, dramatic presentations, concerts, recreation areas, museums, zoos, etc.
- Develop positive participant attitudes by:
  - Selecting appropriate activities.
  - Providing positive feedback.
- Provide advice and informal counseling to participants.
- Determine participant interests and plan activities around them.
- Demonstrate knowledge of capacities and needs of special groups:
  - Preschool children.
  - Children during early school years.
  - Adolescents.
  - Boys/Girls.
  - The elderly.
  - The physically handicapped.
  - The mentally handicapped.
  - Single parents.
- Budget existing funds.
- Recognize and deal with medical emergencies.
- Interact appropriately and adaptively with personnel and goals of sponsoring agency.

RESEARCHER

Research is a systematic means of investigating a topic or problem. It involves generating verifiable data which will support program planning and development and/or the implementation of change.

In carrying out my work as a researcher, I can:

- Select problem area(s) relevant to organizational needs.
- Limit the research focus by:
    - conceptualizing issues.
    - defining variables.
    - operationalizing measures.
    - identifying the unit of analysis.
    - generating hypotheses.
- Collect background information.
    - Locate information sources such as:
        - written materials.
        - data banks.
        - interviews.
        - surveys.
    - Summarize past experience with problem.
    - Evaluate the utility of past efforts.
- Design research, by:
    - selecting research design.
    - selecting sampling techniques.
    - selecting survey techniques.

- Develop practical plans of identifying:
    - needs.
    - time.
    - costs.
    - personnel.
- Manage proposal development, by:
    - locating potential sources of funding.
    - writing proposal to include:
        - background.
        - design.
        - time and cost estimates.
        - expected outcomes.
        - utility of research to organization and to the larger society.
    - meet with funding agencies to promote the proposal.
    - adapt proposal to meet requirements of funding source.
- Obtain data to:
    - foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research.
    - recruit and train data collectors.
    - select appropriate data collecting instruments.
    - design and validate new data collecting instruments.
    - obtain informed consent of participants.
    - obtain data from existing information banks.
    - use appropriate sampling and survey techniques.
    - monitor data collected for quality control.

- Process data to:
  - develop coding procedures.
  - train coders.
  - supervise coders for quality control.
  - select and implement other data reduction procedures.
  - develop computer programs appropriate for the research design.
- Analyze and summarize data by using:
  - averages or other measures of central tendency.
  - measures of dispersion or deviation.
  - measures describing relations (correlations).
  - other techniques of bivariate or multivariate analysis.
  - tables or other means of categorical aggregation.
  - graphs and charts.
  - tests of significance.
  - experimental effects analysis.
  - nonexperimental causal analysis.
- Make inferences from data.
- Make conclusions and recommendations from data to:
  - formulate planning recommendations.
  - make recommendations for further study.
  - develop policy recommendations.
- Write research report(s).
- Disseminate research results to appropriate groups.

TRAINER

Training involves teaching others specific jobs, skills, and/or tasks. It involves the teaching and/or organizational socialization of other workers.

In my work as a trainer, I can:

- Articulate the philosophy of the organization/agency.
- Explain the relationship between a particular job and organizational/agency/program mission.
- Demonstrate my knowledge of kinds of learning and/or of different learning theories.
- Demonstrate my knowledge of teaching methods and materials.
- Identify training needs (see also Problem Surveyor).
- Make a training plan which includes:
    - learning objectives.
    - teaching design.
    - teaching method.
    - budget for training costs.
    - schedule and site considerations.
    - materials, both written and audio-visual.
    - evaluation techniques.
- Determine the cost/effectiveness of various training approaches.
- Determine the suitability of various training approaches for individuals with different backgrounds and experiences.
- Develop written materials for use in training.
- Develop audio-visual materials for use in training.
- Develop training manuals for other trainers to use.

- Administer a training program, including:
  - selecting and recruiting training personnel.
  - Selecting training methods and materials which are both appropriate to the group and cost/effective.
  - Setting training goals.
  - Conducting the training of those who will train others.
  - Monitoring the progress of those being trained.
  - Monitoring the progress of those doing the training.
  - Modifying training programs and techniques if the goals of the program are not being achieved.
  - Evaluating the effectiveness of the training program.
  - Monitoring and evaluating the job performance of those who were trained.
- Develop and maintain a library of training materials.
- Conduct a training session.
- Train others to do specific job(s) or task(s).

  (Specify) ____

  ____
- Make an effective oral presentation.
- Demonstrate knowledge and use of group interaction techniques.
- Know how and when to use different role-playing techniques in training.
- Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development.
- Prepare and evaluate reports on training programs.
- Evaluate the training programs of others.

TUTOR/TEACHER'S AIDE

A tutor/teacher's aide helps an individual or group of individuals to learn something or to improve their learning techniques. The tutor differs from the trainer in that trainers instruct individuals in the performance of specific jobs or tasks, while tutors teach more general skills (such as reading) or knowledge which is applicable to a wide range of tasks or activities.

In my work as a tutor/teacher's aide, I can:

- Establish a good working relationship with the learner.
- Develop positive student attitudes toward learning by:
  - selecting tasks of appropriate difficulty.
  - telling the learner when a job is well done.
- Encourage and support the learner by:
  - complimenting the learner for good work and good thinking to develop a positive self-concept.
  - showing acceptance of the learner by giving attention and by listening carefully.
  - helping the learner respond to increasingly difficult material.
  - showing receptiveness to learner efforts.
- Work cooperatively with the learner's teacher and/or school by:
  - abiding by school rules relating to tutors or aides.
  - being positive about the teacher and school in discussions with the learner.
  - following the teacher's plan of instruction.
  - providing the teacher with information on learner progress.
- Provide advice and informal counseling to the learner, when appropriate (see Counselor).

- Identify learner needs and difficulties:
  - by direct observation of and/or interaction with the learner.
  - from test data or other diagnostic devices.
  - through discussion with the teacher(s) who regularly instruct(s) this learner.
  - through discussion with other school personnel (counselors, psychologists, etc.).
- Determine learner interests and plan instructional activities around them.
- Plan a lesson or series of lessons including:
  - objectives.
  - teaching methods and techniques.
  - instructional materials (both written and audiovisual).
  - evaluation techniques.
- Pace instruction at a speed appropriate to the learner.
- Set and monitor instructional objectives.
- Select instructional material and techniques appropriate to learner background and experience.
- Demonstrate my knowledge of learning theories and their application.
- Demonstrate my knowledge of teaching methods and materials.
- Develop written materials for use in tutoring.
- Develop audiovisual materials for use in tutoring.
- Develop and maintain a library of materials for use in tutoring.

  (Specify subject and/or level) ______________________________

  ____
- Demonstrate my knowledge of the subject(s) which I tutor.

  (Specify) ______________________________________

  ____

- Evaluate learner progress:
  - by observation.
  - by oral questioning.
  - by use of tests or other evaluative devices.
- Use questioning techniques appropriate to instructional objectives.
- Make an effective oral presentation to a group.
- Demonstrate a knowledge of group interaction techniques and of their use.
- Train others to be tutors (see Trainer).

YOUTH GROUP LEADER

A youth group leader devises and implements programs which help young people develop and learn.

In carrying out my work as a youth group leader, I can:

- Articulate the philosophy of the organization or sponsoring group.
- Describe how the components of the program relate to organizational philosophy.
- Demonstrate a knowledge of child growth and development.
- Demonstrate a knowledge of theories of learning.
- Demonstrate a knowledge of teaching methods and materials (Specify areas) ______________________________
- Select activities which will help children learn desired skills and attitudes.
- Determine the cost/effectiveness of alternative program components.
- Plan a youth group program, including:
  - defining program objectives.
  - involving group members in program planning.
  - selecting activities which will most efficiently lead to meeting the program objectives.
  - selecting activities which are most appropriate for the age, background, and experience of group members.
  - preparing program materials.
  - determining the budget for the program.
  - deciding on methods to evaluate the program.
- Administer a youth program, including:
  - selecting and/or recruiting others for various responsibilities.

- training other adults as leaders or assistants (see Trainer).
- training youth group members for leadership roles within the organization.
- working with adult members of the supervising board or agency.
- determining the effectiveness of various program components in meeting organizational goals.
- assessing the effectiveness of other leaders.
- organizing committees to carry out tasks.
- keeping records of individual and group progress.
- keeping budget and financial records.
- coordinating activities of various groups.
- securing financial resources (see Fund Raiser).

- Direct a youth group, including:
  - organizing and conducting meetings.
  - teaching:
    - games.
    - crafts.
    - music.
    - dance.
    - interpersonal skills.
    - democratic processes.
    - dramatics.
    - health and safety.
    - art.
    - outdoor/camping skills.
    - religion.
    - conservation.

  - homemaking.
  - citizenship.
  - other. (Specify) ______________________________
- demonstrating a knowledge and use of techniques and equipment specific to the organization's program.
- abiding by the organization's standards.
- providing guidance and counseling to young people as appropriate (see Counselor).
- using audio-visual equipment.
- demonstrating a knowledge of children's games.
- storytelling, including demonstrating a knowledge of children's literature.
- demonstrating a knowledge of safe procedures for children's activities.
- demonstrating the ability to use appropriate techniques to deal with interpersonal conflicts.
- describing how youth groups serve as socializing agents.

WORKSHEET #2

Things "I Can" Do

As a ____, I can:

WORKSHEET #2
(continued)

As a ____, I can:

WORKSHEET #2
(continued)

As a ______________________________, I can:

WORKSHEET #2
(continued)

As a ______________________________, I can:

WORKSHEET #2
(continued)

As a ____, I can:

Here is what Jane wrote for one of her "I Can" lists:

As a sales manager, I can:

Assess the market for a product.

Collect and analyze sales information about buyer preferences.

Survey and choose among wholesale suppliers products on the basis of quality, cost, and appropriateness for my customers.

Keep records of contacts with and orders from wholesale suppliers.

Determine the price of products on the basis of cost and overhead.

Plan and carry out the publicity for products or for a special sale.

Deal effectively with customers, including handling questions about products and complaints.

Keep records of shop expenditures and income.

Train others to work in a shop or sale.

Plan a sale, organize the needed staff for advertizing, pricing, and retailing, and monitor their performance.

The next step in identifying your skills is to group them into clusters that involve the same skill. For example, you may have managed the family budget, done bookkeeping and tax returns for the hospital gift shop, served as treasurer of your parent-teacher organization, and maintained sales records for the Girl Scout cookie sale. These activities all involve skill in financial management.

When you group your activities, think about what you did, not the organization or setting in which you did the work. For example, you may have also written newspaper articles about the Girl Scout cookie sale and edited a newsletter for the parent-teacher organization. Both of these activities involve communications skills and should be grouped together. You should not group activities as "things I did for the Girl Scouts" or "things I did for the hospital."

Here is a list of some of the skill cluster titles that other women have used:

- Administration/Management
- Advocate/Change Agent/Lobbying
- Animal Care
- Arts and Crafts
- Child Care
- Clerical
- Clothing/Textiles/Sewing
- Consumer Rights
- Cook/Chef/Nutritionist
- Counselor/Interviewer
- Decorator/Designer
- Financial Management
- Food Preparation/Nutrition
- Health Care/Nursing
- Horticulture/Floral Design
- Interpersonal
- Legal Rights
- Library/Museum Assistant
- Marketing/Sales/Fund Raising
- Mechanical/Technical
- Performing Arts
- Personnel Management
- Problem Surveyor/Researcher
- Public Relations/Communications/Writing
- Recreation/Sports
- Teaching/Training

Now, you are ready to make your own skill groups by combining your various homemaking and volunteer work activities. Use the next worksheet. Remember that the groups should be made up of activities that are related. Your groups probably will not be the same as anyone elses; they do not have to be.

WORKSHEET #3

Skill Clusters of Related Abilities

Abilities	Skill Involved

Abilities	Skill Involved

Abilities	Skill Involved

Abilities	Skill Involved

WORKSHEET #3
(continued)

Abilities	Skill Involved

Abilities	Skill Involved

Abilities	Skill Involved

Abilities	Skill Involved

Here is a part of what Jane wrote when she made her skill clusters:

Abilities	Skill Involved
Preparing and managing family budget. Pricing products for sale. Keeping shop records of income and expenditure.	Financial Management

Abilities	Skill Involved
Training people to work in gift shop. Tutoring son. Taught brain-damaged children.	Teaching, Training

Abilities	Skill Involved
Raising money for hospital. Working in gift shop and on P.T.O. sale. Job in department store.	Sales and Fund Raising

Abilities	Skill Involved

If you want help with your work in identifying skills, you might contact a women's center, displaced homemaker center, or college counseling center. These kinds of centers frequently run skill identification sessions for groups of women who are thinking about returning to work or to school.

To find out about the centers near you, you write to Catalyst at 14 East 60th Street, New York, New York 10022, or to the Displaced Homemakers Network, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036. Each of these organizations has a free directory of resource and counseling centers. A more detailed publication, called the National Directory of Women's Employment Programs: Who They Are; What They Do, is available for $7.50 from Wider Opportunities for Women, 1649 K Street, N.W., Washington, D.C. 20006.